DOCUMENT RESUME

ED 313 853 EC 221 719

AUTHOR Kratovil, Jane; And Others
TITLE Achieving Equity in Education Programs for Disabled Women and Girls. A Model Workshop Manual.
INSTITUTION Council of Chief State School Officers, Washington, DC. Resource Center on Educational Equity.
SPONS AGENCY Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE 86
NOTE 111p.; Occasional filled-in type.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Attitude Change; Demonstration Programs; *Disabilities; *Equal Education; *Females; Inservice Education; Knowledge Level; Learning Activities; Program Development; Program Implementation; *Sex Bias; *Special Education; *Workshops

ABSTRACT

The model workshop manual is intended for use with state and local special education and sex equity staff. The manual contains a model workshop format, information on problems faced by disabled students, and suggested workshop activities. A sample workshop agenda, accompanying materials and resources developed, compiled, and field-tested at two regional workshops, and descriptions of mini-workshops are included. Step-by-step instructions for planning a workshop as well as a list of materials useful for its implementation are also given. The first section is on planning the event and covers identification of participants' needs, determination of goals and objectives, logistics, resources, and workshop evaluation. Most of the manual consists of the activities sequence including a self-assessment of knowledge and beliefs concerning persons with disabilities; a panel discussion to present facts about disabled females and males, legal aspects, the impact of bias, and a review of the literature; a small group discussion on the state and local perspective; and concurrent workshops on the following topics: achieving nonbiased behavior in the classroom, disabled women in transition, disabled women and role models, creating an inclusionary environment. Finally, a discussion focuses on on-the-job strategies for change. Also included are a list of resources for display and an evaluation form. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED313853

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ACHIEVING EQUITY IN EDUCATION PROGRAMS FOR DISABLED WOMEN AND GIRLS

A Model Workshop Manual

Prepared by the

Resource Center on Educational Equity
Council of Chief State School Officers
400 North Capitol Street, N. W., Suite 379
Washington, D. C. 20001

1986

EC 201719

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Council of Chief State School

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

"Achieving Equity in Education Programs for Disabled Women and Girls" is a project of the Council of Chief State School Officers Resource Center on Educational Equity. The project is funded by a grant from the U. S. Department of Education's Women's Educational Equity Act Program (WEEAP).

The model workshop and manual were developed by Jane Kratovil, Director of the project and a Senior Project Associate at the Resource Center, assisted by Cynthia G. Brown, Director of the Resource Center, and Jannie John, Project Associate at the Resource Center.

We wish to express appreciation for the invaluable contributions made by Harilyn Rousso, Director of the Networking Project for Disabled Women and Girls in New York City, and by Patricia Yeager, Director of the Mayor's Commission on the Disabled in Denver, for sharing with workshop participants the realities of being a woman with a disability. For the presentation and description of the concurrent workshops, our special thanks also go to June Hubner, Project Director of the Interagency Transitional Assistance Program for Disabled Women and Girls; Ellen Rubin, Program Specialist, Educational Equity Concepts; and Linda Shevitz, Educational Equity Specialist and David Thompson, 504 Coordinator, Maryland Department of Education. Finally, appreciation is extended to Ann Samuel of the Resource Center for her long hours of secretarial assistance.

DESCRIPTION OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND THE RESOURCE CENTER ON EDUCATIONAL EQUITY

The Council of Chief State School Officers (CCSSO) is a non-profit organization comprised of the public official responsible for education in each state, the District of Columbia, and the six extra-state jurisdictions. CCSSO has provided educational leadership to chief state school officers and their executive staff since 1927. It works closely with the management teams of each chief state school officer, and thus has established practical networks with key personnel in each department of education.

The CCSSO Resource Center on Educational Equity was established in 1984 to promote high quality, equitable public education through the policies, programs, and practices of state education agencies. It works to develop, document, and disseminate successful state strategies for promoting educational excellence and alleviating educational inequities resulting from biases or discrimination based on one or more of the following factors: sex, race, national origin, limited English proficiency, disability, and poverty. It provides a wide range of information, training, and technical assistance to state education agencies including seminars, materials, and a quarterly newsletter, CONCERNS.

The Resource Center has implemented projects designed to increase sex equity in education since 1976. In that year, the Council, in cooperation with the Resource Center on Sex Roles in Education, implemented a contract calling for the development and field-testing of a national training model to assist educators in complying with Title IX of the Education Amendments of 1972 and achieving sex equity. As a result of the successful collaboration between the two organizations, the Resource Center on Sex Roles in Education joined the CCSSO and became known as the CCSSO Resource Center on Sex Equity. In July 1984, the Center became the CCSSO Resource Center on Educational Equity, a name change that reflected more accurately the Center's concern with the achievement of equitable education for all the nation's children regardless of sex, race, national origin, or disability.

TABLE OF CONTENTS

	Page
Development and Purpose of the Project	1
Planning the Event: A Procedural Guide	6
Identification of Participants' Needs and Frame of Reference	8
Determination of Goals and Objectives	8
Logistics for the Training Event	9
Resources	10
Evaluation of the Workshop	11
Activities Sequence	12
Sample Workshop Agenda	14
Self-Assessment of Knowledge and Beliefs Concerning Persons With Disabilities	16
The National Outlook	21
Some Facts About Disabled Females and Males	23
Introduction to Panel Discussion	24
The Legal Framework	26
A Review of the Literature	36
The Impact of Bias and Stereotyping on the Lives of Disabled Women	46
Panel Conclusion	47
References and Resources	49
The State and Local Perspective	55
Concurrent Workshops	58
Achieving Nonbiased Behavior in the Classroom	60
Disabled Women in Transition	74
Disabled Women and Role Models	76
Creating an Inclusionary Environment	79
Resources for Display	87
On-the-Job Strategies for Change	97
Evaluation	102

DEVELOPMENT AND PURPOSE OF THE PROJECT

DEVELOPMENT AND PURPOSE OF THE PROJECT

Although sex bias and stereotyping limit the educational and occupational opportunities of all students, the special disadvantages which disabled women and girls suffer as a result of such bias and stereotyping is the focus of this project. Subject to the "double jeopardy" of being both disabled and female, disabled women and girls suffer severe disadvantages in their educational and occupational development. Disabled minority women must contend not only with the sex discrimination, bias, and stereotyping confronting all women, and the debilitating effects of discrimination surrounding disabling conditions, but also with the pervasive cultural and personal discrimination against minorities in our society.

During the past decade, educators have become increasingly aware of the detrimental effects of sex bias and stereotyping in educational programs on all students. They have also worked to eliminate barriers and biases that adversely affect the educational opportunities of disabled students. However, little attention has been given to the "double jeopardy" that confronts disabled students when bias based on sex and on disabling conditions interact. A review of current literature and available data documenting disparities based on sex indicates that sex bias and stereotyping influence the provision of educational and vocational services to disabled females. Consequently, disabled women and girls face unacknowledged barriers to equitable education--barriers which are products of the interaction of stereotyping and bias based on sex and on disabling conditions.

The purpose of this project is to increase educators' awareness of sex

equity concerns, and to identify the particular ways in which sex bias and stereotyping limit the educational and occupational opportunities of disabled students. The project is designed to build on the special educators' focus on and appreciation for the individual student, while removing the biases which influence a perception of what is considered appropriate for the individual.

One facet of the CCSSO Resource Center experience, which shaped the development of this project, was the earlier work of Center staff on sex equity and disability issues. The Center had begun the process of raising the level of awareness of SEA staff to sex equity/disability issues and had initiated steps to address these issues at the state level. These activities included the publication of a special issue of the newsletter, CONCERNS, on sex equity and disability issues, a poster focusing on gender bias in the identification of students in need of special education services, and work with three selected SEAs to develop model policies and programs.

However, SEA staff expressed a need for training and materials that could enable them to work with additional local education agency staff on these issues. This current project, which is funded by the U. S. Department of Education's Women's Educational Equity Act Program (WEEAP), is designed to address that need.

Training for state and local special education and sex equity staff is provided via a model workshop. A key element in the model is the dissemination of information on materials which address problems faced by disabled students. Although many of these materials have been developed under WEEAP grants, they are not yet widely used in local school

districts.

In May and June of 1986, the CCSSO Resource Center conducted two regional model workshops addressing sex equity in programs for disabled women and girls. Nine Western states and ten New England/Mid-Atlantic states were represented by state and local education agency staff from special education and sex equity programs. The main objectives of the one and one-half day workshops were to heighten participants' awareness of sex equity issues as they apply to education programs for disabled students; to showcase and disseminate available resources designed to address those issues; and to serve as a networking vehicle for sex equity and special education specialists.

This manual, which accompanies the model workshop format, includes information and activities ranging from fostering awareness to action-planning. A sample workshop agenda, accompanying materials and resources developed, compiled, and field-tested at the two regional workshops, and descriptions of mini-workshops by the guest presenters are included. To ensure that the manual be suitable for use by personnel who may not have extensive background in workshop planning, it also provides step-by-step instructions for planning a workshop as well as a list of materials which would be useful for its implementation.

The workshop outline is intended as a guideline for the implementation of a training experience, not as a prescription that must be followed without deviation, since no single design is appropriate for all situations. For example, in order to shorten the length of the workshop, participants could be provided with written materials (or summaries of the materials) prior to the workshop. The trainer might also reduce the

amount of time spent on the worksheets and emphasize ways in which the participant materials could be used after the workshop has concluded.

PLANNING THE EVENT: A PROCEDURAL GUIDE

A. Identification of Participants

B. Determination of Goals and Objectives

C. Logistics for the Training Event

D. Resources

E. Evaluation of the Workshop

PLANNING THE WORKSHOP—A PROCEDURAL GUIDE

If training events are to achieve change in the job performance of persons being trained, then it is essential that adequate time be devoted to the planning of the workshop. The planning process requires consideration of each of the following major steps:

- identification of the job requirements and the frame of reference of the group to be trained;
- determination of specific goals and objectives for the training event;
- logistics for the training event;
- acquisition of resources;
- evaluation of the training event.

(A set of worksheets is included to assist in planning the training event.)

WORKSHEETS FOR PLANNING THE TRAINING EVENT

A. Identification of Participants' Needs and Frame of Reference

1. What type(s) of jobs do the participants perform?

2. What special education and/or sex equity concerns are most relevant to their day-to-day responsibilities?

3. What previous information/exposure have participants had which are relevant to sex equity in regular and/or special education?

4. What, if any, information do you have regarding participants' perceptions or expectations of the training event?

5. What behavioral outcomes would you like to achieve as a result of the training event?

B. Determination of Goals and Objectives

1. In view of the job responsibilities of the participants, their expectations, their previous experiences, and the time available for a training event, what objectives would be most appropriate for the training?

Knowledge Objectives:

Attitudinal Objectives:

Skills Objectives:

2. Review the objectives specified. Will they lead to the desired behavioral outcomes specified earlier?

   If not, in what ways do the objectives need to be modified?

3. Are the specified objectives realistic for the time which is available for the training event?

4. Which objectives may need to be modified as more information or experience is obtained working with the participants?

C. Logistics for the Training Event

1. What preparations need to be made in advance of the training event?

   -- Consultation/assessment with participants?

   -- *Reservation of physical facilities and equipment (e.g., large meeting rooms; small group meeting rooms; special equipment)?

* All facilities (sleeping rooms, dining areas, meeting rooms) must be fully accessible for persons with disabilities.

— Selection/preparation of trainers/facilitators?

— Development/printing of materials?

— Administrative handling of the workshop?

2. What materials are needed to implement the training event? Below is a checklist for this particular workshop.

   a) For each participant: 3-ring binder with 3-hole inserts, envelopes with additional inserts to be given out at different times during workshop; pad of paper; pen or pencil; name tag

   b) VCR for every 15-20 people

   c) Flip chart and marking pen for each individual workshop and small group session

   d) Display materials

D. Resources

1. What financial resources will be necessary to support the training event?

   — Trainers/facilitators/consultants

   — Materials development/printing

   — Facilities

— Food and lodging accommodations

2. How can these resources be provided?

— Financial costs to sponsoring agency(ies)

— In-kind contributions

— Cost to participants

E. Evaluation of the Workshop

1. What informal methods will be used to document/evaluate the workshop?

2. What formal methods will be used to document/evaluate the workshop?

3. What data can be collected to document the impact or outcomes of the workshop?

Adapted from Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators, S. McCune and M. Matthews (eds.), Washington, D. C.: U. S. Government Printing Office, 1978; and McCune, S. and Matthews, M., Achieving Sex Equity in Education: A Resource Collection for Technical Assistance Personnel in State Education Agencies, CCSSO, January 1980.

ACTIVITIES SEQUENCE

ACTIVITIES SEQUENCE

The Activities Sequence provides materials and directions for replicating the one and one-half day workshop, and includes a sample workshop agenda; a self-assessment quiz; a fact sheet, lectures, and a list of references and resources for a panel discussion assessing the national outlook; worksheets to promote small group discussion of the state and local picture; descriptions of the concurrent workshops; an annotated bibliography of resources useful for display; and worksheets to generate small group discussions of on-the-job strategies for change.

ACHIEVING EQUITY IN EDUCATION PROGRAMS FOR DISABLED WOMEN AND GIRLS

SAMPLE WORKSHOP AGENDA

DAY 1

12:30 noon - 12:30 p.m.	Registration/Distribution of Manuals
12:30 p.m. - 1:45 p.m.	LUNCH Welcome and Introductions Overview of Project
1:45 p.m. - 2:00 p.m.	What Do You Think? (Self-Assessment of Knowledge/Beliefs Concerning Persons with Disabilities)
2:00 p.m. - 3:15 p.m.	Panel: The National Outlook • Review of Federal Laws Pertaining to Sex Equity and Special Education • Review of the Literature on Sex Bias and Stereotyping in Special Education • Consequences of Sex Bias and Stereotyping
3:15 p.m. - 3:30 p.m.	BREAK
3:30 p.m. - 4:30 p.m.	The State and Local Picture • Small group discussions
4:30 p.m. - 5:15 p.m.	Reports to Whole Group
5:15 p.m. - 5:30 p.m.	Preview of Day 2
6:15 p.m. - 7:00 p.m.	Reception
7:00 p.m.	DINNER (In order to provide time for networking there will be no speaker)

DAY 2

8:00 a.m. - 8:30 a.m.	Coffee and Danish
8:30 a.m. - 9:55 a.m.	Concurrent Workshops (Each will be repeated twice enabling you to attend both) • Disabled Women in Transition • Creating an Inclusive, Nonstereotyping Environment
9:55 a.m. - 10:05 a.m.	BREAK

DAY 2 (continued)

10:05 a.m. - 11:30 a.m.	Concurrent Workshops Repeated
11:30 a.m. - 12:00 noon	Arrange for Check Out
12:00 noon - 12:30 p.m.	"Tell Them I'm a Mermaid"
12:30 p.m. - 1:30 p.m.	LUNCH
1:30 p.m. - 2:30 p.m.	Small Group Action Planning Session
2:30 p.m. - 3:00 p.m.	Reports to Whole Group
3:00 p.m. - 3:15 p.m.	Wrap Up

SELF-ASSESSMENT OF KNOWLEDGE AND BELIEFS CONCERNING
PERSONS WITH DISABILITIES

SELF-ASSESSMENT OF KNOWLEDGE AND BELIEFS CONCERNING PERSONS WITH DISABILITIES

A. Time—15 minutes

B. Objective of activity—To enable participants to examine and express their initial feelings regarding disabled persons

C. Materials—"What Do You Think?"

Procedure for Facilitator

A. As an opening activity, distribute the self-assessment sheet entitled "What Do You Think?" to participants and ask them to follow directions. Then ask participants to save the sheet and at the end of the entire workshop determine, on their own, if they would answer any questions differently and why.

B. Give out Discussion Guide—"What Do You Think?" at end of day 1.

Alternative

A. Time—45 minutes

B. Objective—same as above

C. Materials—same as above

D. Procedure for Trainer

1. Introductions—depending on the size and make-up of the group, you may wish to ask each participant to take a minute to describe his/her educational role and degree of involvement with sex equity, special education, vocational education, or vocational rehabilitation. (Note: If the group has more than 10 participants, you may wish to divide into smaller groups.

2. Discuss objective of activity.

3. Distribute "What Do You Think?" sheets to participants and ask them to follow the directions. Afterward, use the Discussion Guide: "What Do You Think?" to enable participants to share their feelings and attitudes with the group.

"What Do You Think?"

Directions: Read each of the statements listed below. Next to the statement, indicate whether you agree or disagree.

	Check One	
	AGREE	DISAGREE
1. A disabled girl's education is less important than a disabled boy's, because disabled females are generally cared for and protected throughout their lives.		
2. Teachers spend more time interacting with boys in their classrooms than with girls in their classrooms.		
3. The percentage of disabled men working year-round, full-time is three times that of disabled women.		
4. Vocational training and counseling programs for disabled women should guide females into traditionally female occupations (e.g., secretarial work).		
5. Disabled children should be taught traditional models of behavior in order to help them adjust properly in society.		
6. Children's disabilities may be compounded and require more intensive services later if the children are not helped at an early age.		
7. Nationally, approximately equal numbers of males and females are identified as disabled and in need of special education and related services.		
8. Teachers might refer students for special education classes simply to remove disruptive students from the classroom.		
9. It is not uncommon for disabled children to believe they will die before reaching adulthood.		
10. Discrimination on the basis of sex is prohibited by law in special education and vocational education programs.		

1. The economic and social reality which disabled women ultimately face tells a different story. Disabled women are less likely than nondisabled women to marry; when they do marry they are likely to marry later; and they are more likely to become divorced. Often, however, little is done to enable them to live, by choice or necessity, self-fulfilled, independent lives.

2. A study of Myra and David Sadker at the Mid-Atlantic Center for Sex Equity indicates that teachers may interact more frequently with boys. Their study shows that teachers both criticize and praise boys more, ask boys different kinds of questions requiring more analytic answers, and call upon boys wherever in the room they are located. Girls tend to be called upon only if they sit near the teacher.

3. According to Bureau of the Census statistics, among disabled persons, 22.3% of males and 7.4% of females worked year-round, full-time in 1981.

4. Access to vocational opportunities should not be more restricted for disabled females than for disabled males; all students should be encouraged to explore a diverse range of both traditional and nontraditional occupations. Unfortunately, research indicates that males and females are not always afforded such equal access to vocational opportunties.

5. While adequate social adjustment is certainly important, the challenge is to prepare youngsters to live within societal norms but not at the same time limit their individuality by imposing restrictive sex-stereotyped ideas of proper behavior and activity.

6. A report commissioned by the Colorado General Assembly, Effectiveness of Early Special Education for Handicapped Children (1982), indicates that children learn and develop most rapidly in the years prior to entering school. Early intervention is effective for all types of disabling conditions. Substantial progress can be made by children having mild, moderate, or severe disabilities. Early intervention can often provide social and academic skills disabled children may need to function successfully in regular school classes.

7. Data on special education is collected by the Office for Civil Rights (OCR) of the U. S. Department of Education in its biannual Elementary and Secondary Schools Civil Rights Survey. OCR's 1982 survey of 3,128 school districts found that approximately 67% of the students identified as disabled and in need of special services were male while only 33% were female.

8. Boys and girls respond differently to failure in the classroom. Boys, for example, often display antisocial forms of behavior. Although this behavior may alienate the teacher initially, it may also mean boys' learning problems are more likely to be recognized by the teacher. On the other hand, the referral of boys for special education may be used as a classroom management device; teachers might at times refer disruptive boys for special education programs simply to remove them from the regular classroom, even though the students who are "acting out" do not actually need special education services.

9. Disabled students must cope with an almost total absence of positive images of women and men like themselves in textbooks and other printed materials as well as in the environment around them. As noted in the 1982 Disability Rights Education and Defense Fund, Inc. publication, No More Stares, one young disabled woman seeing no disabled women in the world around her, believed that she would die before reaching adulthood. Unfortunately, this young woman's misconception is not an unusual one.

10. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance. As long as special education and vocational education programs receive federal financial assistance, they fall within Title IX's coverage.

THE NATIONAL OUTLOOK

- Some Facts About Disabled Females and Males
- Introduction to Panel Discussion
- The Legal Framework
- A Review of the Literature
- The Impact of Bias and Stereotyping on the Lives of Disabled Women
- Panel Conclusion
- References and Resources

THE NATIONAL OUTLOOK

A. Time—75 minutes

B. Objective of activity—to provide participants with information and data regarding equity issues as they affect disabled students

C. Materials—fact sheet, lectures, references and resources

Procedure for Facilitator

1. Prior to activity, review lectures and adapt them to accommodate group needs and trainer's style. A panel discussion is an effective vehicle for presenting this segment.

2. Obtain and use materials cited in bibliography for background information, if necessary.

3. The fact sheet, references, and resources can be included in the manual when it is initially distributed during registration. Lectures on the law and the literature could be given out at the end of day one. A loose-leaf binder and materials that are 3-hole drilled is a fairly inexpensive, efficient way for participants to maintain their materials.

4. It is very effective to include as a member of the panel a person with a disability who can talk about the impact of bias and stereotyping first-hand.

SOME FACTS ABOUT DISABLED FEMALES AND MALES

Educational Achievement [1]

Levels of educational achievement for disabled persons, aged 16-64 and not in institutions, were low:

- 35% of the disabled females and 31% of the disabled males completed high school.
- 10% of the disabled females and 14% of the disabled males completed 1-3 years of college.
- 6% of the disabled females and 10% of the disabled males completed 4+ years of college.

Employment Prospects [2]

Disabled men and women both face discouraging employment prospects.

- Most disabled persons do not have jobs in the paid labor force.
- In 1981, the percentage of work disabled men in the paid labor force, employed year-round, full-time, was 22.3 percent.
- In 1981, the percentage of work disabled women in the paid labor force, employed year-round, full-time, was 7.4 percent.

Wages [3]

Bureau of the Census 1982 statistics showed the mean earnings in 1981 for:

- nondisabled men to be $17,481;
- disabled men to be $13,863; and
- disabled women to be $5,835.

---

[1] Bowe, Frank, "Disabled Women in America", A Statistical Portrait Drawn from Census Bureau Data, President's Committee on Employment of the Handicapped, Washington, D. C., 1983.

[2] "Labor Force Status and Other Characteristics of Persons With Work Disability: 1982", U. S. Department of Commerce, Bureau of the Census.

[3] Ibid.

INTRODUCTION TO PANEL

SEX BIAS AFFECTS ALL STUDENTS

Sex bias and stereotyping detrimentally affect all disabled students—male and female—although the consequences may differ by sex. For example, according to the U. S. Department of Education's Office for Civil Rights (OCR) 1982 elementary and secondary schools survey of 3,128 school districts, males represented 67 percent of the students in special education programs, although they accounted for only 51 percent of the total school enrollment (OCR, 1982). The disproportionate representation of males may be an indication of possible sex bias in identification. For boys who may be incorrectly "labeled" as in need of special services, identification can result in the limiting of their educational development and in burdening them with a label they must carry all their lives. Bias in identification, however, may also limit the educational opportunities of disabled women and girls who are, in fact, in need of specialized services but do not receive them. The educational opportunities of both male and female disabled students are further limited by heavy sex role stereotyping in curriculum, textbooks, and access to vocational education.

Just as disparities in special education enrollment by sex indicate that the needs of both sexes are not being addressed in an equitable manner, evidence of disproportionate representation of other student populations suggests that systemic inequities related to race and national origin are also at work in both regular and special classrooms. Some groups of students appear to be overrepresented in special education classrooms, while other groups are identified as in need of special services much less frequently than their representation in the total

school population would indicate. For example, despite state and local variations, in those schools surveyed by the Office for Civil Rights in 1982, disproportions by race in Educable Mentally Retarded (EMR) classes appear to be a national phenomenon. The total black enrollment in classes for the EMR was 54 percent, but black students were only 26 percent of the total school population (OCR, 1982).

Children with limited English proficiency (LEP) and migrant students appear less likely to be appropriately identified for special education services than are majority students. Nationally, students classified as LEP represent less than two percent of placements in special education programs (OCR, 1982). For migrant students, access to services is hampered by their mobility and frequently compounded by cultural and linguistic differences.

Special education enrollment data are not routinely reported by sex and race/national origin placement. It is, therefore, difficult to assess the representations of males and females within racial and ethnic categories. Where limited data do exist, they suggest that the male-female ratio is larger among black children than among white children (Heller, Holtzman, and Messick, 1982).

Three federal laws govern the provision of sex equitable education for disabled students—Title IX of the Education Amendments of 1972 (Title IX), the Education of the Handicapped Children Act of 1975 (EHA), and Section 504 of the Rehabilitation Act of 1973 as amended (Section 504). Taken together, these three laws prohibit sex discrimination in the provision of special education for disabled students. The following discussion provides an overview of each of these federal statutes.*

I. TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Title IX states in part:

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance...."

Title IX is the most far-reaching federal statute addressing sex discrimination in the schools. It was designed to eliminate discrimination on the basis of sex in policies, programs, and services of educational entities receiving federal financial assistance. Since they receive federal financial assistance, special education and vocational education programs fall within Title IX's coverage. Prior to Title IX's passage, "loopholes" in existing antidiscrimination legislation allowed educational institutions to discriminate on the

---

* Participants should be advised that in addition to complying with these federal mandates, they must also comply with state laws, regulations, and policies. Relevant legislation can be found in most law libraries or obtained through a State Department of Education's sex equity or special education office.

basis of sex in their programs and policies. Many school districts, for example, routinely expelled pregnant students as soon as the school learned of the pregnancies; few of these young women ever returned to school. Without Title IX, female students were often excluded from certain vocational education courses reserved solely for male students; physical education courses were usually sex segregated; interscholastic athletics programs were less developed for girls than boys; and other gender-based practices were commonplace in the schools and the extracurricular activities they sponsored. While dramatic improvements have occurred since Title IX was implemented, educational equity has not yet been fully achieved.

Implementing Regulations

Each federal agency funding educational programs or activities has authority to issue rules and regulations to implement Title IX. To date, the Department of Education (formerly the Department of Health, Education, and Welfare) has played the lead role in Title IX enforcement. The Department of Education regulations can be divided into four major topics: 1) procedural mandates; 2) admissions and recruitment; 3) treatment of students; and 4) employment practices and policies. The following discussion provides a general overview of these regulations. In order to determine whether a particular educational entity is in compliance with Title IX, the statute (20 U.S.C. Section 1681-1686) and its regulations (34 C.F.R. Section 106 et. seq.) should be consulted.

- Procedural Mandates

  Title IX's regulations set out certain compliance procedures which must be established and followed by educational entities

receiving federal financial assistance. Each recipient must, for example, develop and disseminate antidiscrimination policies, adopt grievance procedures for addressing student and employee complaints alleging Title IX violations, and sign a written form assuring compliance with Title IX. When voluntary compliance with Title IX and its regulations is not achieved, the Department of Education can initiate an administrative hearing or refer the matter to the Department of Justice for litigation. If the Department of Education prevails in its hearing and is unable to achieve a voluntary settlement, the Department can terminate federal funds to an institution. Title IX compliance can also be achieved through lawsuits filed by victims of discrimination.

- Admissions and Recruitment

Title IX and its regulations also identify policies and practices which are prohibited in the admission and recruitment of students to vocational education and certain postsecondary institutions. These institutions may not, for example, rank applicants separately on the basis of sex, put limitations on the number or proportion of either sex who may be admitted, or administer admissions tests which have a disproportionately adverse effect on members of one sex unless the tests are valid predictors of success in the program and no alternative tests are available.

Elementary and secondary schools are not bound by Title IX's admissions policies. As long as they are receiving federal financial assistance, however, schools that are exempt from the admissions requirements are not exempt from the obligation to treat students in a nondiscriminatory manner once they are admitted to the school. Elementary and secondary schools are, therefore, prohibited from discriminating on the basis of sex in their federally-funded special education and vocational education programs.

- Treatment of Students

Title IX provides detailed guidance on what constitutes sex discrimination in such areas as access to course offerings, counseling, use of appraisal materials, extracurricular activities, and housing facilities. Students must generally be assured nondiscriminatory access to these services, programs, and benefits provided by schools receiving federal assistance. Under some limited circumstances, however, institutions and activities may be exempt from Title IX's gender-based prohibitions. If, for example, the application of Title IX would be inconsistent with the tenets of a religious educational institution, that institution would not be bound by the inconsistent Title IX prohibitions. Military institutions and certain school activities (e.g., social fraternities and sororities; boy or girl conferences; father-son or mother-daughter activities; certain sports) are also exempted from Title IX's single-sex prohibitions. If such activities are provided for one sex, however, Title IX requires that reasonably comparable activities be made available to students of the other sex.

- **Employment Provisions**

  Title IX's regulations identify prohibited forms of discrimination in the employment policies and practices of educational entities receiving or benefiting from federal funds. Among the issues covered are: hiring, promotion, compensation, leaves of absence, fringe benefits, and job assignments. Although recipients of federal funds for education programs are generally prohibited from maintaining gender-based employment policies and practices under Title IX, in some limited cases sex may be a bona-fide occupational qualification (e.g., employment in a locker room used only by members of one sex).

Supreme Court Cases Concerning Title IX

A variety of issues relating to Title IX have been raised in the courts; the United States Supreme Court has ruled on Title IX questions three times. In 1979 the Court indicated that under Title IX, victims of sex discrimination have a right to bring legal action directly against a school rather than rely on the federal administrative enforcement process. (See, Cannon v. University of Chicago, 441 U.S. 677 (1979).)

In 1982 the Court made clear that Title IX applies to employees as well as students at educational institutions. (See, North Haven v. Bell, 452 U.S. 512 (1982).)

The Supreme Court's most recent analysis of a Title IX provision was handed down in Grove City College v. Bell, 465 U.S. 555, 104 S. Ct. 1211 (1984). In that decision the majority concluded that since some Grove City College students received federal grants to pay for their education, Title IX was triggered at the College. In identifying which "program or activity" was subject to Title IX coverage, however, the majority accepted the Reagan Administration's narrow interpretation of the law.*

---

* Reversing more than ten years of federal policy under both Democratic and Republican administrations, the U. S. Department of Justice argued before the Supreme Court that Title IX did not apply to the entire institution receiving federal funds but only to the specific program being funded.

The Court held that only the College's financial aid office—not the entire institution—was required to comply with Title IX's mandates since only the financial aid office at Grove City College received federal funds. In other words the federal government can no longer require, under Title IX, nondiscriminatory practices throughout an entire institution whenever an institution receives any kind of federal grant, but instead can only require nondiscrimination in those particular institution programs and activities funded, at least in part, with federal funds.

Although Grove City involved the scope of Title IX, the decision has affected other federal civil rights laws having similar "program or activity" coverage language. Federal court judges have applied the Grove City College decision to cases involving alleged discrimination against disabled persons, prohibited by Section 504. The U. S. Department of Education has applied this narrow interpretation of the law to all the civil rights laws it enforces—Title IX, Section 504, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act.

Legislative Response to Grove City College v. Bell

Legislators and civil rights advocates were quick to respond to the Supreme Court's Grove City College decision. Identical bills, entitled "The Civil Rights Act of 1984", were introduced in the U. S. House (H.R. 5490) and Senate (S. 2568) in mid-April of 1984. The bills were intended to ensure broad coverage of Title IX of the Education Amendments of 1972 as well as broad coverage of three other federal civil rights statutes having similar "program or activity" language: Title VI of the Civil Rights Act of 1964 (prohibiting discrimination on the basis of race and national origin), Section 504 of the Rehabilitation Act of 1973 as amended

(prohibiting discrimination on the basis of disability), and the Age Discrimination Act (prohibiting discrimination on the basis of age).

Although the House passed an amended version of this civil rights measure, procedural delays prevented its passage in the Senate before Congress adjourned in October 1984. Similar legislation was introduced in early 1985 as the Civil Rights Restoration Act of 1985. It has not yet been passed by either the House or Senate.

Without remedial legislation, the Grove City College decision, as interpreted by the federal government, means the reach of Title IX and other federal civil rights laws has been greatly constrained. Federal compliance officers now spend much time tracking federal dollars to determine whether they are spent in programs and activities in which complainants have alleged discrimination. In many cases, they have concluded there is no federal funding of the particular program and consequently have closed the cases without investigating the allegations of discrimination.

II. THE EDUCATION OF THE HANDICAPPED ACT OF 1975 (P.L. 94-142)

Federal involvement in the education of disabled children increased significantly with the enactment of 1975 amendments to the Education of the Handicapped Act (EHA). This legislation provides federal financial assistance to states for the education of individuals ages 3-21, having one or more physical or mental disabilities ranging from learning disabilities to severely disabling conditions. The amount of federal assistance provided to each state

is based on the number of disabled children being served and is intended to pay a percentage of the excess costs associated with educating disabled children.

EHA was enacted to address the total exclusion from educational programs of certain types of disabled children, as well as the inappropriate education of many other disabled students. The law and its implementing regulations contain several key provisions addressing these concerns which must be followed by states receiving EHA funds. The following discussion provides a summary of some key components of EHA.

- A free, appropriate, public education must be made available for each disabled child. That is, special education programs and related services meeting each child's needs must be made available at public expense and under public supervision. "Related services" means services needed in order for the child to benefit from special education (e.g., physical therapy, speech pathology, and transportation). The U. S. Supreme Court has indicated that an "appropriate" education is one that is developed following the procedural requirements of P.L. 94-142 and is "reasonably calculated" to provide educational benefits for the disabled child. (See, Board of Education of the Hendrick Hudson Central School District v. Rowley, 458 U.S. 176 (1982).)

- In order to ensure that the educational program and services being provided are appropriate for each particular child, an individualized education program (IEP) must be developed for each child needing special education. The IEP, developed with the assistance of the child's parents, identifies the child's present performance level, educational goals to be achieved, services to be provided, and evaluation procedures to be employed. Each child's IEP must be reviewed at least annually and, when necessary, updated in order to meet the child's changing needs.

- Disabled children must be educated in the least restrictive environment possible. That is, the law requires that, to the maximum extent appropriate, disabled children should be taught with nondisabled children. Only when the nature or severity of the disability is such that education in the regular classroom cannot be achieved satisfactorily, even with supplementary aids and services, should the child be removed from the regular classroom.

- Due process procedures designed to safeguard the rights of the child's parents or guardians as well as the interests of the child must be in place. These procedural safeguards protect the parents'

rights in matters relating to the identification, placement, and evaluation of their children. In addition, they provide a means for disputing decisions by school officials concerning their children.

The Education of the Handicapped Act and its regulations can be found at 20 U.S.C. Sec. 1401, et seq. and 34 C.F.R. Part 300, respectively.

III. SECTION 504 OF THE REHABILITATION ACT

Although it is brief in actual language, Section 504 of the Rehabilitation Act of 1973 as amended has far-reaching implications. It provides in part:

> No otherwise qualified handicapped individual in the United States....shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by an Executive agency or by the United States Postal Service....

Like Title IX, Section 504 is a civil rights law; it assures access for disabled individuals to federally-funded programs and facilities. Unlike Title IX, however, Section 504 is not limited in its application to the education field. Rather, it extends to any program receiving federal financial assistance (e.g., health and social services). Section 504 also differs from Title IX since Section 504 requires different treatment of a disabled person where different treatment is necessary to accommodate the disabling condition (e.g., structural changes or classroom reassignments may be required to allow disabled individuals access to courses). In contrast, Title IX, with few exceptions, prohibits different treatment of persons on the basis of sex.

With respect to the education field, Section 504 and EHA have "overlapping jurisdiction". That is, both require that a free,

appropriate education be provided for disabled children. Section 504's regulations, in fact, indicate that implementation of an individual education plan (IEP) developed in accordance with EHA is one means of providing an appropriate education. Section 504 and EHA are, however, not identical. Section 504, for example, addresses issues and populations not covered by EHA (e.g., postsecondary and adult education). In addition, while EHA defines a handicapped child in terms of the child's need for special education, Section 504's definition speaks in broader terms, covering people with physical or mental impairments which substantially limit their major life activities. Unlike EHA, no funds are available under Section 504 to carry out its mandates. For a thorough understanding of Section 504, see the Rehabilitation Act of 1973 as amended (29 U.S.C. Section 794) and its implementing regulations (34 C.F.R. Part 104).

Although there may still be issues to be raised and questions to be answered concerning the scope and application of Title IX, EHA, and Section 504, several things are clear—sex discrimination is prohibited in educational programs and activities receiving federal financial assistance, and disabled children are entitled to a free, appropriate public education. An appropriate education is not only one that meets a child's individual needs, but also one that is free from sex bias and stereotyping.

THE CARL PERKINS VOCATIONAL EDUCATIONAL ACT

A fourth piece of federal legislation which affects education for disabled women and girls is The Carl Perkins Vocational Education Act.

Beginning in 1976, Congress directed that federally funded vocational education programs eliminate sex bias and stereotyping. It also created a Sex Equity Coordinator position in each state to oversee state efforts to reduce barriers for women and girls in vocational education programs. In 1984, Congress strengthened provisions for women and girls with the enactment of The Carl Perkins Vocational Education Act. Every title of the Act encourages states to support programs and strategies dealing with sex equity issues.

There are numerous provisions requiring implementation of sex equitable vocational education programs and attention to potential areas of sex bias. In addition, there are two funding setasides for programs for women and girls, both of which are administered by the Sex Equity Coordinator:

- the single parent and homemaking program, and
- the sex equity program.

There are also five "special programs", each with relevance to women and girls, which require separate annual appropriation by Congress. They include the community-based organization program, consumer and homemaking education, adult training/retraining, career guidance and counseling, and the high tech industry partnership.

Finally, there are specific funding setasides for particular groups underserved in vocational education programs, including disabled students.

Current research and other studies reflect a growing concern and sensitivity to the "double jeopardy" that confronts disabled students when bias and stereotyping based on sex and disabling conditions interact.

The literature indicates that there are four areas in programs for the disabled student in which evidence of sex bias and stereotyping exists::

- identification of students needing special education services;
- provision of related services;
- curriculum and course material; and
- vocational opportunities.

1. Identification

To receive special education services, a child has to be identified as disabled and in need of such services. Identification, therefore, is a critical step toward meeting the individual needs of a disabled child.

As mentioned, data collected by the Office for Civil Rights (OCR) reveal that approximately 67 percent of students identified in the OCR survey as disabled and in need of special services were male, while only 33 percent were female (OCR, 1982). Research has revealed a number of factors that may account for the disproportionate representation of males.

In the past, researchers had frequently emphasized physiological explanations, claiming that males were biologically more prone to disability (Odintz with Ellis, 1982). While this undoubtedly accounts for some of the difference, physiological differences alone do not seem to

explain the large difference in numbers between boys and girls identified.

A second explanation offered by several researchers involves the different attitudes and sex stereotyped expectations society may have for men and women, and hence for boys and girls. For example, males labeled mentally retarded have higher IQs than females labeled mentally retarded. The implication may be that females are not expected to excel intellectually to the extent that males are, and therefore are not classified as retarded unless they have significantly low IQs (Mercer, 1973). Perhaps the failures of female children are perceived as less noteworthy because it is also assumed that girls can always become housewives. That assumption, of course, does not take into account either a woman's choice or economic necessity.

Along with society's expectations for males and females, some researchers believe that teachers may expect more from boys, and set higher standards for boys than for girls. When boys fail to live up to those higher standards, greater concern is exhibited than when girls fail to meet established standards. This raises several questions:

A. Might greater value be placed on males? Are males expected to become independent and self-sufficient? When it looks as though they will not have the necessary "tools", are they referred for special educational services to enable them to do so?

B. Might girls, on the other hand, be expected to be cared for and protected? Therefore, is less expected from them and less concern shown if they do not perform as well as their male counterparts?

A third factor leading to the possible overidentification of males is the way in which students and teachers interact. A study by Myra and David Sadker at the Mid-Atlantic Center for Sex Equity indicates that teachers may interact more frequently and in a different way with boys.

Their study shows that teachers both criticize and praise boys more, ask boys different kinds of questions requiring more analytic answers, and call upon boys regardless of their seat location. Girls, on the other hand, tend to be called upon only if they sit near the teacher, and they are asked fewer thought provoking questions (Sadker, Thomas, and Sadker, 1980). This greater teacher involvement with males may mean greater sensitivity to male needs, especially where the problem is subtle. It is among the categories of learning disabled, mentally retarded, and emotionally disturbed that the greatest differences in identification rates occur—areas where subjective judgements are most influential.*

Finally, teachers themselves cite behavior as well as academic problems as a reason for referring students for special education services. Different emotional responses of boys and girls to failure in the classroom may affect the placement decision made by teachers. Failing girls have the alternative of pleasing the teacher by good behavior. Boys, on the other hand, often display antisocial forms of behavior. If such disruptive behavior leads to recognition of a learning problem, then that is a positive result (Caplan and Kinsbourne, 1974). However, the referral of boys for special education may be used as a classroom management device to remove disruptive students from the classroom, even if those students do not actually need special education services (Gregory, 1977). Questions needing answers are:

A. Might boys be referred more frequently for special education programs simply to remove disruptive students from the classroom including those who do not require special services?

B. Might the special education needs of a passive well-mannered girl be overlooked?

---

* Although boys comprise only 51 percent of total school enrollment, in classes for the educable mentally retarded boys outnumber girls by a ratio of 3:2 and in classes for the seriously emotionally disturbed the ratio is almost 4:1 male to female (OCR, 1982).

2. Provision of Related Services

Another area in which there is evidence of bias and sex stereotyping in programs for disabled students is in the provision of related services (e.g., physical or occupational therapy, counseling). According to Mary Lou Breslin at the Disability Rights Education and Defense Fund, Inc. (DREDF), her experiences indicate that mentally retarded females are less likely to receive such services as speech therapy and physical therapy than mentally retarded males (conversation with Mary Lou Breslin, October 1985). This would seem consistent with studies that show there is greater concern for the special needs of male students (Odintz with Ellis, 1982). Especially when resources are limited, males will quite possibly have priority when it comes to receiving these services.

3. Curriculum/Course Materials

A third way in which sex bias and stereotyping affect the quality of special education is in the content of curriculum and course materials. All children, whether male or female, disabled or nondisabled, are adversely affected by the use of sex biased curriculum and materials. Researchers Patricia Gillispie and Allan Fink suggest that sex role stereotyping in the curriculum is particularly pervasive for children who are mentally and behaviorally disabled. They note that curricula for these students place heavy emphasis on social adjustment and independent living skills. These children are often taught extremely sexist modes of behavior that will supposedly enable them to adjust properly to society. As an example, they cite a teaching unit for secondary students on "the home", in which girls make recipe boxes and prepare hot dishes, while boys

repair kitchen appliances and read directions on job sheets (Gillispie and Fink, 1974).

While adequate social adjustment is important, the challenge is to prepare youngsters to live within societal norms but not, at the same time, limit their development and individuality by imposing restrictive sex stereotyped ideas of proper behavior and activity.

Course materials designed for use by children in special education programs are often heavily sex stereotyped. One young girl in a special education class, for example, brought home her newest reading book, a book designed to help with learning the alphabet. The final two pages asked, "Would you rather be a young man and climb a mountain tall—or just be a zero and be nothing much at all?" A smiling little girl drew a big zero on the blackboard to illustrate the letter Z, while a robust young boy on a mountaintop was pictured by the letter Y.

Disabled students must also cope with an almost total absence of positive images of women and men like themselves—not only in textbooks but in the environment around them. They grow up in able-bodied families, in able-bodied communities, and are taught by able-bodied teachers. The Disability Rights Education and Defense Fund, Inc. publication, No More Stares, cited the example of one young disabled woman who, seeing no disabled women in the world around her, believed that she would die before reaching adulthood. Unfortunately, this young woman's misconception is not an unusual one. Even when disabled persons are included in children's books, few of the images are positive and rarely is the disabled person an adult. A study of 47 recommended books about disabilities found that 84 percent of the books with pictures showed boys with disabilities more

frequently than girls with disabilities. Curriculum that include lists of famous people with disabilities invariably include many more men than women. For example, one matching quiz of 22 people with disabilities included only four women. Three of the four were entertainers, in contrast to the presidents, senators, and inventors included among the males. This almost total absence of positive images profoundly affects self-image and self-esteem. Overcoming a negative self-image is a major problem in the lives of young disabled students (Corbett with Froschl, 1983).

4. Vocational Opportunities

Strong evidence of discriminatory practices in the educational opportunities available to disabled women is found in data on the economic and social realities disabled women face when they leave school. After twelve years of public education, disabled women often find themselves ill-equipped to do anything but remain in the family home, if that is an option, or be institutionalized. A survey of the population of disabled persons aged 16-64, found that although 35 percent of disabled females and 31 percent of disabled males completed high school, only 6 percent of disabled females and 10 percent of disabled males completed four plus years of college (Bowe, 1983). Disabled women are less likely to marry than nondisabled women; when they do marry they are likely to marry later; and they are more likely to become divorced (Bowe, 1983). Yet, little is done to enable them to live, by choice or necessity, self-fulfilled, independent lives.

While disabled men and women both face discouraging employment prospects, disabled women face particularly grim prospects for economic

self-sufficiency. Wage discrimination based on gender is further compounded by disability. 1982 Bureau of the Census statistics showed the mean earnings for all workers in 1981: nondisabled men, $17,481; disabled men, $13,863; nondisabled women, $8,470; and disabled women, $5,835. Women of color with disabilities have even more distressing levels of unemployment and low income. Most disabled persons, however, do not have jobs in the paid labor force. In 1981, the percentage of work disabled men in the paid labor force, employed year-round, full-time, was only 22.3 percent. However, that is three times the percentage for work disabled women, which was 7.4 percent (Bureau of the Census, 1982). The plight of the disabled women, striving to realize her maximum potential as a productive, self-sufficient individual, results, in large part, from a widespread attitude that although the disabled man must become self-supporting, the disabled woman will somehow be cared for and protected. The economic and social realities, however, are very different.

This situation may be explained in part by what happens to disabled women in school. Many disabled students could and should benefit from appropriate vocational education programs, but their enrollment in vocational education remains very low—now close to 4 percent at the secondary level—the highest proportion in history. While access to vocational opportunities is fairly restricted for disabled students in general, it appears to be further restricted for disabled females (CCSSO Transition Paper, 1986). For example, information on disabled students in a work-study program was collected for a study on sex bias in vocational programs (Danker-Brown, 1978). The program was 71 percent male and 29 percent female. All students received about the same amount of instruction, but it was "qualitatively different" in a way that is

consistent with traditional sex role stereotypes.

- Females were trained for jobs in service occupations;
- Males were prepared for a more diverse range of occupations; and
- Women were prepared for jobs with fewer working hours and lower wages.

According to the authors, "the fact that training experiences during the school years are different for the two sexes suggest that school personnel guide them into different types of work based in part on their conceptions of what are appropriate male or female career goals" (p. 457).

Despite the fact that Title IX forbids discrimination in the use of appraisal and counseling materials, the issue of sex bias in testing remains highly controversial, in part because its nature and effects are still being studied (Diamond and Tittle, 1985). Vocational aptitude, assessment, and interest measurements, which are often used in selecting the "appropriate occupational programs for disabled students," have also been found to be heavily sex stereotyped (Gillespie and Fink, 1974).

Guidance counseling and the development of career/occupational expectations are factors of unknow dimension with regard to the educational and vocational development of disabled women. It has been found that academic and vocational tracking occur on both the basis of disability and on the basis of sex. Disabled women tend to receive occupational counseling that channels them into low paying "sit down" professions (e.g., typing, bookkeeping, speech therapist) rather than encouragement toward other "sit down" but higher paying professions requiring higher education (e.g., computer programmer, scientist, or lawyer) (Corbett, Lea, Zones, 1981).

In a paper entitled, "Sex Stereotyping in Vocational Counseling of Blind/Visually Impaired Persons: A National Study of Counselor Choices," Jaclyn Packer concludes that vocational rehabilitation counselors given identical hypothetical case descriptions of men and women clients tend to choose sex stereotypical vocational outcomes for them. This tendency leads counselors to suggest lower paying, lower skilled, and often less interesting jobs for women. She further suggests that if counselors were made more aware of their biases and the effects they have on their clients, and then corrected those biases, a wider variety of employment opportunities would result for both disabled women and men. The types of jobs counselors recommend would no longer be limited by their own preconceptions, and they could concentrate on combating the biases that exist in the job market against hiring blind and visually impaired persons (Packer, J., June 1983).

A study comparing female clients of a state rehabilitation agency with male clients of the same agency according to selected demographic, case service, and rehabilitation outcome variables, found that regardless of educational level, female clients are employed most frequently in homemaking, clerical, and sales positions. Male clients are employed more frequently in professional, technical, and managerial positions. Recommendations for counselors working with the disabled included the use of counseling approaches which avoid stereotyping of occupations by gender (Daneck, M. and Lawrence, R., Spring 1985).

Service to disabled youth has declined in the federal employment training programs. For example, while in 1981 approximately 10 percent of the Comprehensive Employment and Training Act Program (CETA) participants

were disabled, the replacement Job Training Partnership Act places a lower priority on services to disabled youth (Senate Committee Report, 1983).

THE IMPACT OF BIAS AND STEREOTYPING ON THE LIVES OF DISABLED WOMEN

It is most effective to include, as a member of the panel, a person with a disability. This person can discuss, from personal experience, the impact of bias and stereotyping.

To locate a guest speaker the following sources are suggested.

1. Guest panelists at the CCSSO Resource Center's workshops:

   Boston Workshop

   Harilyn Rousso
   The Networking Project
   YWCA of the City of New York
   610 Lexington Avenue
   New York, New York 10022

   Denver Workshop

   Patricia Yeager
   Mayor's Commission on the Disabled
   303 West Colfax, Suite 875
   Denver, Colorado 80204

2. The Disability Rights Education and Defense Fund, Inc.
   Berkeley, California
   (415) 644-2555

3. Agencies, commissions, or divisions within the state and local education agencies that are concerned with disability issues.

PANEL CONCLUSION

The school is one of the major socializing institutions in the United States, yet in the past schools have perpetuated traditional sex role stereotypes. Sex segregated curricular and extracurricular programs, differential school policies and rules, sexist textbook materials, and stereotyped attitudes and behaviors have restricted students on the basis of sex. Although in recent years advances have been made towards ensuring educational equity for boys and girls, total equity remains a goal rather than a reality.

Special education programs can be an essential element in improving the educational opportunities for all disabled children. But when some special education classes become merely a place for students whose needs should be but are not met in the regular classroom, and when those students receive a label that may hamper rather than assist them in obtaining an appropriate education, educators must raise questions and examine new solutions.

Whatever the reasons for sex bias and stereotyping in programs for disabled students, they impact unfairly on both boys and girls. Too frequently, boys may be identified as disabled because of disruptive social behavior rather than educational need and, therefore, may be inappropriately placed in special classes. Girls, however, may be left in a regular classroom without the special educational opportunities necessary for the development of their abilities.

As Beth Kelly insisted, in "A Curriculum Guide on Educational Equity for Disabled Students," published by the Disability Rights Education

and Defense Fund, Inc. in 1983:

> "While inappropriate and over identification is not equitable for the male student, not providing needed special education for female students who need it is also inequitable. All students who have disabilities have a right to a free appropriate public education. To deny a student that right may make the difference between a self-supporting, independent, fully participating member of society or one who is forever dependent because the necessary education was not provided that individual. To deny a student, who is in need, of special education is providing that student a very restrictive educational environment, indeed" (p. 40).

REFERENCES AND RESOURCES: SEX BIAS AND STEREOTYPING IN PROGRAMS FOR DISABLED STUDENTS

EQUITY ISSUES IN SPECIAL EDUCATION

Corbett, K. and Proschl, M., with Bregante, J. and Levy, L., "Access to the Future: Serving Disabled Young Women", The Second Mile: Contemporary Approaches in Counseling Young Women, edited by S. Davidson, New Directions for Young Women, Tucson, Arizona, 1983.

Corbett, K., Lea, S., and Zones, J., "Equity Issues in Special Education", Disability Rights Education and Defense Fund, Inc., Berkeley, California, 1981.

Council of Chief State School Officers, "Disabled Students Beyond School: A Review of the Issues", position paper and recommendations for action, Washington, D. C., March 1986.

Disparities Still Exist in Who Gets Special Education, Comptroller General of the United States, Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives of the United States, Washington, D. C., 1981.

Gillespie, P. and Fink, A., "The Influence of Sexism on the Education of Handicapped Children", Exceptional Children, p. 155-161, Vol. 41, No. 3, November 1974.

Gliedman, J. and Roth, W., The Unexpected Minority, Harcourt, Brace, Jovanovich, New York, New York, 1980.

Greenberg, J., "The Bias Trap: The Interaction of Handicapism and Other Forms of Bias", Newsflash, Vol. 3, No. 4, 1981.

Hathaway, J. and Corbett, K., "Educational Equity for Disabled Women and Girls: Combining the Impact of Three Federal Laws", Disability Rights Review, Vol. 1, No. 2, Disability Rights Education and Defense Fund, Inc., Berkeley, California, October 1981.

National Institute of Handicapped Research, Office of Special Education and Rehabilitative Services, Department of Education. Rehab Brief, Vol. IV, No. 6, April 10, 1981.

Odintz, M. with Ellis, D., "Disability, Sex, and Race Issues in Educational Equity: A Review of Current Literature", Disability Rights Education and Defense Fund, Inc., 1982.

Office for Civil Rights, U. S. Department of Education, 1982 Elementary and Secondary Schools Civil Rights Survey. National Summaries, February 1984.

O'Toole, J. C., "Disabled Women: The Case of the Missing Role Model", Independent, #2, 1979.

SEX BIAS IN IDENTIFICATION/EVALUATION

Bernknopf, L., "Responses of Adolescents on a Masculinity-Femininity Scale and a Stereotyping Questionnaire", Exceptional Children, Vol. 47, No. 1, September 1980.

Caplan, P. and Kinsbourne, M. "Sex Differences in Response to School Failure", Journal of Learning Disabilities, p. 232-235, Vol. 7, No. 4, April 1974.

Caplan, P., "Sex, Age, Behavior, and School Subject as Determinants of Report of Learning Problems", Journal of Learning Disabilities, Vol. 10, No. 5, May 1977.

Emery, J., "The Effects of Sexism on the Classification of Children With Learning Disabilities". Journal of School Psychology, 1973.

Fuchs, D., Fuchs, L., Power, M., and Dailey, A. "Bias in the Assessment of Handicapped Children". American Educational Research Journal, Vol. 22, Summer 1985.

Gillespie-Silver, P. and Heshusius, L., "Mental Retardation: A Double Standard for the Sexes", Equal Play, Winter/Spring 1981.

Gregory, M. K., "Sex Bias in School Referrals", Journal of School Psychology, p. 5-8, Vol. 15, No. 1, 1977.

Heller, K. A., Holtzman, W. H., Messick, S. (Eds.). Placing Children in Special Education: A Strategy for Equity. Washington, D. C.: National Academy Press, 1982.

Leinhardt, G., et. al., "Sex and Race Differences in Learning Disabilities Classrooms", paper presented at the Annual Meeting of the American Educational Research Association, April 1981, reprinted in HEW:ERIC.

Lochner, P., Sex Bias in the Referral of Students for Special Education Services, a dissertation, Hofstra University, 1983.

Mercer, J., Labeling the Mentally Retarded, University of California Press, Berkeley, California, 1973.

Quantz, R., "Sex Bias and the Social Function of Mild Mental Retardation", Journal of Educational Equity and Leadership, Vol. 2, No. 3, Spring 1982.

Reschly, D. and Jipson, P., "Ethnicity, Geographic Locale, Age, Sex, and Urban-Rural Residence as Variables in the Prevalence of Mild Retardation", American Journal of Mental Deficiency, 1976.

Smith, I. and Greenberg, S., "Teacher Attitudes and the Labeling Process", Exceptional Children, February 1975.

Tudor, W., Tudor, J., and Gore, W., "The Effect of Sex Role Differences on the Societal Reaction to Mental Retardation", Social Forces, Vol. 57, No. 3, March 1979.

Warren, S. and Gardner, D., "Correlates of Class Rank of High School Handicapped Students in Mainstream Vocational Education Programs", Adolescence, Vol. XVI, No. 62, Summer 1981.

BIAS IN CURRICULUM AND TEXTBOOKS

Equal Play, Nonsexist Child Development Project, Women's Action

Alliance, Inc., Vol. 11, Nos. 1 and 2, 1981.

Froschl, M. and Sprung, B., "Providing an Anti-Handicapist Early Childhood Environment", Bulletin, Council on Interracial Books for Children, Vol. 14, Nos. 7 and 8, 1983.

McCloud, B., Mitchell, M., and Tagland, G., "Content Analysis of Basal Reading Texts for Normal and Retarded Children", Journal of Special Education, Vol. 10, No. 3, 1976.

VOCATIONAL OPPORTUNITIES FOR DISABLED STUDENTS

Becker, R. and Becker, E., "Revision of the Reading-Free Vocational Interest Inventory", Mental Retardation, Vol. 21, No. 4, pp. 144-149, August 1983.

Bliss, M. and Schwartz, A., Exploring Attitudes Toward Women with Disabilities: A Curriculum Guide for Employers and Educators, New York City Commission on the Status of Women, 1980.

Cegelka, P., "Sex Role Stereotyping in Special Education: A Look at Secondary Work-Study Programs", Exceptional Children, Vol. 42, No. 6, March 1976.

Committee on Labor and Human Resources, U. S. Senate, Report on Education of the Handicapped Act Amendments of 1983, July 21, 1983, (Senate Committee Report, 1983).

Cook, L., and Rossett, A., "The Sex Role Attitudes of Deaf Adolescent Women and Their Implications for Vocational Choice", American Annals of the Deaf, 1975.

Danker-Brown, P., Sigelman, C., and Flexer, R., "Sex Bias in Vocational Programming for Handicapped Students", Journal of Special Education, Vol. 12, No. 4, Winter 1978.

Danek, M. and White, P., "Expanding Occupational Choices for Deaf Women", Gallaudet College, counseling materials, 1982.

Diamond, E. and Tittle, C., "Sex Equity in Testing", Handbook for Achieving Sex Equity Through Education, edited by S. Klein, Johns Hopkins University Press, 1985.

Dodd, J., "Overcoming Occupational Stereotypes Related to Sex and Deafness", American Annals of the Deaf, 1977.

Farmer, H., Sidney, J., Bitters, B., Brizius, M., "Sex Equity in Career and Vocational Education", Handbook for Achieving Sex Equity Through Education, edited by S. Klein, Johns Hopkins University Press, 1985.

Lombana, J., "Facilitating Guidance of Deaf Students: Challenges and Opportunities for Counselors", The Vocational Guidance Quarterly, Vol. 27, No. 4, 1979.

Mitchell, J., See Me More Clearly: Career and Life Planning for Teens with Disabilities, Harcourt, Brace, Javonovich, New York, 1980.

Packer, J., "Sex Stereotyping in Vocational Counseling of Blind/Visually Impaired Persons: A National Study of Counselor Choices", Journal of Visual Impairment and Blindness, Vol. 77, No. 6, pp. 261-268, June 1983.

Wilcox, B. and Bellamy, G., Design of High School Programs for Severely Handicapped Students, Paul H. Brooks Publishing Company, Baltimore, Maryland, 1982.

Will, M., "Bridges from School to Working Life", Programs for the Handicapped, Clearinghouse on the Handicapped, Washington, D. C., No. 2, March/April 1984.

DISABLED WOMEN IN SOCIETY

Bowe, P., Disabled Adults in America, a statistical portrait drawn from Census Bureau Data, President's Committee on Employment of the Handicapped, Washington, D. C., 1983.

Bowe, P., Disabled Women in America, a statistical portrait drawn from Census Bureau Data, President's Committee on Employment of the Handicapped, Washington, D. C., 1983.

Campling, J., editor, Images of Ourselves--Women with Disabilities Talking, Routledge and Kegan Paul Ltd., Boston, Massachusetts, 1981.

Carrillo, A., Corbett, K., and Lewis, V., No More Stares, Disability Rights Education and Defense Fund, Inc., Berkeley, California, 1982.

Chaussy, A., "Deaf Women and the Women's Movement", The Deaf American, April 1977.

Danek, M. and Lawrence, R., "Women in Rehabilitation: An Analysis of State Agency Services to Disabled Women", Journal of Applied Rehabilitation Counseling, Vol. 16, No. 1, pp. 16-23, Spring 1985.

Deegan, M. and Brooks, N., editors, Women and Disability: The Double Handicap, Transaction Books, New Brunswick, New Jersey, 1985.

Fine, M. and Asch, A., "Disabled Women: Sexism Without the Pedestal", Journal of Sociology and Social Welfare, Vol. VIII, No. 2, July 1981.

Johnson, W. and Lambrinos, J., "Wage Discrimination Against Handicapped Men and Women", The Journal of Human Resources, Vol. 22, No. 2, pp. 264-277, Spring 1985.

"Labor Force Status and Other Characteristics of Persons With Work Disability: 1982," U. S. Department of Commerce, Bureau of the Census.

Maryland Commission for Women, "Disabled Women: A Growing Force", Maryland Women, Summer 1982.

O'Toole, J. C. and Weeks, C., What Happens After School? A Study of Disabled Women and Education, Far West Laboratory for Women's Educational Equity Communications Network, San Francisco, California, 1978.

Vash, C., "Employment Issues for Women with Disabilities", Rehabilitation Literature, Vol. 43, Nos. 7-8, pp. 198-207, July-August 1982.

With the Power of Each Breath: A Disabled Women' Anthology, Browne, S., Connors, D., Stern, N., editors, Cleis Press, Pittsburgh, Pennsylvania, 1985.

TEACHING POSITIVE NONBIASED ATTITUDES

Barnard College Office for Disabled Students, Access to Equity: A Resource Manual for College Women with Disabilities, New York, New York, scheduled to be published in 1986.

Committee on Youth Development, The President's Committee on Employment of the Handicapped, People Just Like You and Me. An Activity Guide, Washington, D. C.

Barnes, E., Berrigan, C., and Biklen, D., What's the Difference? Teaching Positive Attitudes Toward People with Disabilities, Human Policy Press, Syracuse, New York, 1978.

Educational Equity Concepts, Including All of Us, an early childhood curriculum about disability, New York, New York, 1984.

Kelly, B., "A Curriculum Guide on Educational Equity for Disabled Students", Disability Rights Education and Defense Fund, Inc., Berkeley, California, 1983.

Lang, M. A., Creating Inclusive, Nonstereotyping Environments: The Child With a Disability, distributed by Educational Equity Concepts, Inc., New York, 1982.

Phillips, E., Equality Intropacket: Women and Girls with Disabilities, TABS: Aids for Equal Education, Brooklyn, New York, 1985.

Ross, R., Handicapped People in Society, Ideas and Activities for Teachers, Silver Burdett Professional Publications, Morristown, New Jersey, 1981.

Sadker, M., Thomas, D., Sadker, D., "Non-Sexist Teaching: Overcoming Sex Bias in Teacher-Student Interactions", The Mid-Atlantic Center for Sex Equity, Washington, D. C., 1980.

Stern, V. and Redden, M., Within Reach, Out of School Science Opportunities for Youth, A Guide for Students with Disabilities, American Association for the Advancement of Science, No. 81-11, Washington, D. C., 1981.

Ward, M., Arkell, R., Dahl, H., Wise, J., Everybody Counts, A Workshop Manual to Increase Awareness of Handicapped People, Council on Exceptional Children, Reston, Virginia, 1981.

Women and Disability Awareness Project, Building Community: A Manual Exploring Issues of Women and Disability, Proschl, M. and Rousso, H., coordinators, Educational Equity Concepts, New York, 1984.

AUDIO-VISUAL MATERIALS

Disabled Women in Transition, Five twenty-minute VHS tapes, prepared by the Interagency Transitional Assistance Program for Diabled Women and Girls, June Hubner, Director, Board of Cooperative Educational Services, Fairport, New York, December 1984.

Tell Them I'm a Mermaid, half-hour musical-theatre documentary illuminating the private world of seven women with physical disabilities, produced by Embassy Television, Los Angeles' Mark Taper Forum and KTTV/Metromedia Television. For further information: WTTG Metromedia 5, Washington, D. C., (202) 244-5151.

THE STATE AND LOCAL PERSPECTIVE

THE STATE AND LOCAL PERSPECTIVE—WORKSHEET FOR SMALL GROUP DISCUSSION

A. Time—60 minutes

B. Objective of activity—To focus on the state and local perspective—the problems and the successes—after hearing a discussion of issues of sex equity, bias, and stereotyping as they affect programs for disabled students nationwide.

When there is not an assigned facilitator, groups should use the following procedure:

C. Materials—see Guidelines to Generate a Discussion below.

Procedure for Facilitator

- Self-select a group leader.
- Choose a recorder to take notes. This person will be responsible for making a 5-10 minute report back to the whole group. Request the recorder to give a copy of the report to the sponsoring organization.
- Use the guideline below to generate a discussion.
- Help the recorder decide what is most important to share with the whole group.

Guidelines to Generate a Discussion

1. What gender equity problems in programs for disabled students discussed by this morning's panel (e.g., identification, curriculum, access to vocational education, role modeling, etc.) are seen as the most serious in the a) state, b) local school district?

2. What other gender equity problems in programs for disabled students that have not been discussed can be identified in the a) state, b) local school district?

3. What successes are there at the a) state, b) local school district level in addressing and/or remediating sex equity issues in programs for disabled students (e.g., data collection, networking, materials, inservice, etc.? It's the success stories the participants will want to hear about the most.

4. Tomorrow afternoon there will be an opportunity to meet again in a small group to plan strategies-for-change. Name one problem area, at this time, that needs to be addressed.

CONCURRENT WORKSHOPS

- Achieving Nonbiased Behavior in the Classroom
- Disabled Women in Transition
- Disabled Women and Role Models
- Creating An Inclusionary Environment

Included in this section are directions and materials compiled by the Resource Center for a workshop on achieving nonbiased behavior in the classroom. In addition, there are one-page descriptions of workshops that were conducted by guest presenters at the Resource Center's regional model workshops in May and June 1986 in Boston and Denver.

Determine the number of participants before deciding on the number of small workshops to be conducted. For example, In Denver, only two concurrent workshops were conducted. They were an hour and one-half long and were repeated twice. Participants could therefore attend both. However, there were twice as many participants at the regional workshop in Boston, so concurrent workshops were conducted, and each was repeated three times. Participants were able to attend three of the four presentations.

ACHIEVING NONBIASED BEHAVIOR IN THE CLASSROOM

ACHIEVING NONBIASED BEHAVIOR IN THE CLASSROOM

A. Time—55 minutes

B. Objective of activity—Participants assess their own behavior and develop ways to create a bias-free classroom.

C. Materials—handouts

- Teacher's Self-Evaluation of Nonsexist Behavior
- Scenes in Education/Case Studies/Remedies Development

D. Related Materials—in notebook

- Eliminating Sex/Disability Biases in Vocational Education
- Dealing with Sex Biased Illustrations Used in Vocational Education Programs

Procedure for Facilitator—(This activity is designed primarily for use with regular classroom teachers.)

1. Introduce this activity by emphasizing the following: in order to receive specialized educational services, students must first be identified by the school system as disabled and in need of those services. Often, the identification of a child in need of special education is initiated by the regular classroom teacher. It is important, therefore, that teachers be aware not only of the negative impact of sex bias and stereotyping but also that they be able to assess their own possible biases and to plan strategies for creating a bias-free classroom.

2. Distribute "Teacher's Self-Evaluation of Nonsexist Behavior" and follow the directions that are given. Note "Suggestions for Use".

3. Distribute "Scenes in Education" and follow the directions that are given.

4. Consider using related materials to:

   - expand the scope of the activity;
   - adapt the scope for participants other than or in addition to teachers; and
   - provide follow-up activities which can be used by participants when they return to their jobs.

5. Consider preparing display table of resource materials for participants. These would include materials too costly to reproduce in a handbook. Participants could, however, gather information to order materials useful in their work.

6. Include an annotated list of the display materials in the workshop materials (see section entitled Resources for Display).

TEACHER'S SELF-EVALUATION OF NON-SEXIST BEHAVIOR

Directions

1. Rate yourself for each numbered item.

2. Review your ratings, and then evaluate your overall performance by marking the continuum at the end of each ratings section.

3. After checking for areas of weakness as indicated by your ratings, state specific goals for becoming more sex equitable. For example, if your rating for item 7, "Language", fell within the "sometimes" column, you might write as a goal: "I will avoid using sexist language during next week and ask my family and friends to make me aware of errors".

4. Repeat steps 1-3 above for all headings.

Note: Items that include examples are suggested applications of the item; they are not meant to be all-inclusive.

Suggestions for Use

- These checklists are not meant to rate participants. They are intended to help participants identify what may be unconscious sexist behaviors in dealing with students.

- It is important that these checklists be used as an exercise to create personal growth and awareness and not used in a judgmental way.

- The process of reading and discussing the checklists is considerably more important than any findings they produce.

- It takes time to change behavior.

Adapted from Becoming Sex Fair: Tredyffrin/Easttown Program Stage 2: Planning the Inservice Program, Women's Educational Equity Act Program, U. S. Department of Health, Education, and Welfare, developed by E. I. Newcombe, October 1979.

TEACHER'S BEHAVIOR

	CHECK BELOW				
	Always	Often	Some-times	Never	N/A
1. Attitude. I take the idea of equality seriously. For example, I do not put down men or women, or joke about their abilities, disabilities, roles, or ethnic backgrounds.					
2. Language. I use nonsexist language. In other words, I do not refer to all doctors or lawyers as "he", or all nurses or secretaries as "she".					
3. Generalizations. I avoid generalizations that refer to sex stereotyping. For example, "you drive like a woman", "you think like a man".					
4. Types of Examples. I use examples in my teaching showing both disabled and able-bodied men and women with a wide range of feelings, interests, and career choices.					
5. Facts. I display and use accurate factual knowledge about the current economic and legal status of women and men of all races and ethnic origin.					
6. Supplementary Materials Used. I supplement inadequate treatment of either sex in classroom materials by adding information or by discussing the inaccurate portrayal of people's roles.					
7. Comparisons. I avoid comparison of students based on gender. For example, I would not say, "the girls are working harder than the boys".					
8. Equal Attention. I give equal attention to boys and girls. I do not show preference for one sex over the other.					
9. Discipline. I discipline both sexes in the same way.					
10. Values. I reinforce student expression of values without regard to their sex, so that both boys and girls can express assertiveness and gentleness.					

	CHECK BELOW				
	Always	Often	Some-times	Never	N/A
11. Vocational Interests. I help all students explore a range of vocational interests.					
12. Model. I act as a model of non-sexist behavior by performing activities traditionally thought to be more easily done by the opposite sex; that is, if female, I run AV equipment and lift boxes; if male, I perform clerical duties; and dust shelves.					
13. Grades. My grading patterns do not favor boys or girls, but reflect individual accomplishments.					

I model sex fair behavior (actions and words) in the classroom. I convey to my students the importance of equality and the appropriateness for both sexes of a range of roles and interests.

Mark the continuum:

basically sex fair	need improvement	need much improvement

Consider how you rated yourself on Teacher's Behavior. List below specific goals for increasing sex fair behavior:

-
-
-

INTERACTIONS WITH OTHERS

	CHECK BELOW				
	Always	Often	Some-times	Never	N/A
14. Academic Performance. I expect equal academic performance from boys and girls; that is, girls are not assumed to be better in verbal skills and boys superior in math and science.					

	CHECK BELOW				
	Always	Often	Some-times	Never	N/A

15. Student Interests. I recognize that children may have interests not traditionally associated with their sex. I do not expect girls to have typically feminine interests, and boys typically masculine interests.

16. Classroom Behavior. I expect the same behavior from girls and boys. For example, I do not expect chivalrous behavior only from boys, nor do I tolerate language (slang, swearing) from boys that I do not from girls.

17. Expression of Emotions. I permit all children to show their emotions without regard to sex (within the limitation of classroom rules).

18. Nonsexist Behavior. I require students of both sexes to treat each other as equals. For example, I encourage students to include others of both sexes in all activities, and I do not allow the sexist remarks of students to go continually unchallenged.

I have the same academic and behavioral expectations for boys and girls; I acknowledge the acceptability of the same emotions and interests in boys and girls.

Mark the continuum:

basically sex fair	need improvement	need much improvement

Consider your ratings under Interactions With Others. List below specific goals for increasing sex fair behavior:

-
-
-

INSTRUCTIONAL TASKS

	CHECK BELOW				
	Always	Often	Some-times	Never	N/A
19. Bulletin Boards. All visual materials in my classroom show disabled and able-bodied men and women in a variety of roles.					
20. Supplementary Materials Available. When the treatment of either men or women is inadequate in a textbook, I have supplementary material readily available to students (e.g., reference books about significant women in history or science or family living books that explain the role of a father.					
21. Dividing Students. I avoid dividing or grouping students on the basis of sex, for example, in lunch lines, in seating, or for academic or athletic competition.					
22. Activities and Assignments. I recommend all classroom activities to both boys and girls. For example, I suggest both boys and girls try cooking or woodworking projects as optional activities.					
23. Classroom Duties. I assign classroom chores and duties without regard to sex. For example, both boys and girls carry chairs, run AV equipment, take notes during classroom meetings, and water plants.					

I plan clasroom activities so that sex is not a criterion for organization. The classroom environment gives girls and boys the same kind of educational experience.

Mark the continuum:

basically sex fair	need improvement	need much improvement

Consider how you rated yourself on Instructional Tasks. List below specific goals for increasing sex fair behavior:

-
-
-

EXTRACURRICULAR ACTIVITIES

	CHECK BELOW				
	Always	Often	Some-times	Never	N/A
24. Availability of Facilities, Equipment, Clubs. I make all school facilities, equipment, and clubs equally available to all students.					
25. Recognition of Achievement. I give equal attention to the extracurricular achievements of boys and girls. For example, I acknowledge the athletic achievements of both sexes.					
26. Service Projects. I suggest that both girls and boys work on service projects.					
27. Participation in Extracurricular Activities. I encourage boys and girls to participate in all extracurricular activities, including, for example, sports, cheerleading, library club, stage crew.					
28. Role in Extracurricular Activities. I encourage boys and girls to participate in a variety of roles within extracurricular activities, including, for example, committee head, hospitality committee, secretary, treasurer, president, etc.					

I give boys and girls equal recognition and encouragement in extracurricular activities.

Mark the continuum:

basically sex fair	need improvement	need much improvement

Consider your ratings under Extracurricular Activities. List below specific goals for increasing sex fair behavior:

-
-
-

DIRECTIONS FOR SCENES IN EDUCATION

Give each participant a copy of Scenes in Education to read. When the reading is completed, ask for comments about each scene and how the scene could be rewritten to reflect a bias-free attitude.

SCENES IN EDUCATION

Scene I

According to his teacher, Jack simply will not sit still and is too disruptive of classroom routine. The teacher assumes Jack needs special education classes.

Scene II

Peggy is a quadraplegic junior high school student who is assisted in a wheelchair by an attendant. The teacher of her social studies class asks the attendant whether Peggy wants to take her mid-term examination at home or in class.

Scene III

Linda's mother is concerned that academically her daughter is doing poorly. The teacher's response is, "Don't worry, she is a beautifully behaved little lady".

Scene IV

Arlene, a student with a visual impairment, asks her teacher if she may take her two-hour final examination in three hours. The teacher denies the request saying, "That wouldn't be fair to other students".

Scene V

Tom, a hearing-impaired student, asks his teacher not to lecture when writing on the chalkboard since Tom is then unable to read the teacher's lips. The teacher replies, "Let someone else take notes for you".

Scene VI

There is an opening in a vocational education class. Both Carol and Mike are mildly mentally retarded. The teacher selects Mike because it may one day help him to earn a living.

Adapted from "Exploring Attitudes Toward Women With Disabilities: A Curriculum Guide for Employers and Educators", New York City Commission on the Status of Women, developed by Mary Bliss and Adele Schwartz, 1983.

SUGGESTIONS FOR ELIMINATING SEX/DISABILITY BIASES IN VOCATIONAL EDUCATION

- Invite disabled and able-bodied people employed in nontraditional occupations to speak to students.

- Use audio-visual and other supplementary materials that are nonbiased.

- Avoid new purchases of biased materials. Some publishing companies have attempted to eliminate sex bias from materials, and some materials are more bias-free than others.

- As a teacher, be aware of the myths and realities that surround the issue and point these out to students.

- Present students with an actual picture of the work world and prepare them realistically for the changes that are occuring. Techniques that can be employed to prepare students for these changes are:

  Discussion of the sex/disability biases that exist in the culture, including their sources and how they are perpetuated.

  Use of case studies dealing with the problem.

  Use of role playing to get students involved at a personal level.

  Use of curriculum intended to eliminate sex/disability biases.

- Have students develop a plan of their ideal career choice based on the occupational requirements and their aptitudes. Have them include obstacles and difficulties they would have to overcome. Have them indicate in their plan how they would surpass the obstacles. Use this as an opportunity to support nontraditional vocational options.

- Subordinate roles

  Are women shown only in secondary roles in the materials? For example, are executives always male and secretaries always female? Is the store owner always male and the sales help female? Is the job supervisor always male, etc.? Should the reverse situations be shown? Why?

- Tokenism

  Are women and men only occasionally illustrated in nontraditional occupations? For example, is there only one black female doctor in an illustration of a group of doctors, or one male telephone operator in a whole line of female operators? This illustrates compliance or an attempt but is not a wholehearted effort to eliminate sex bias.

Adapted from Project Born Free, Secondary Level Training Packet to Reduce Sex-Role Stereotyping in Career Development, College of Education, University of Michigan, Women's Educational Equity Act Program, U. S. Department of Health, Education, and Welfare, July 1980.

- Physical portrayal

  Are females illustrated as curvaceous, beauty queen types, and males as tall, handsome, and perfectly proportioned, or are both females and males presented in an array of sizes, shapes, and physical attributes that depict the population realistically?

GUIDELINES FOR DEALING WITH SEX BIASED ILLUSTRATIONS IN VOCATIONAL EDUCATION

The illustrations in vocational education materials reinforce the images presented in the text. Teachers should be aware of biases, some of them subtle but potent, that exist in many illustrations. These should be pointed out to students. The examples can provide a concrete base from which to discuss any biases in the written materials. The following are particular areas of concern in illustrations:

- Omissions

  Have either males or females been omitted from traditionally sex stereotyped occupations? For example, the text may state that nursing is an occupation both men and women should consider as a career, but show only women in the graphics. Or a text dealing with the building trades may state that women can be electricians, plumbers, and welders but show only males in these roles in the graphics. This is a good place to ask:

  Could members of either sex do that job?

  What is required physically of the person doing the job?

  Since males and females come in differenct sizes and shapes and have varying amounts of physical strength and energy, is it not possible there would be both males and females capable of performing jobs that require physical strength?

  Do students believe that males do not have the capacities to perform traditionally female occupations, and females do not possess the ability to perform traditionally male occupations; or is it because of sex stereotyping that these occupational roles have been defined as unattractive or unacceptable?

  Do the students think a female welder or electrician is less feminine than a female salesperson or beautician? Why? Discuss the meaning of femininity.

  Do the students think a male nurse, hairdresser, or elementary school teacher is less masculine than a truck driver? Why? Discuss the meaning of masculinity.

  Should occupations be determined on the basis of gender or on the basis of ability, interest, and desire?

DISABLED WOMEN IN TRANSITION

DISABLED WOMEN IN TRANSITION

A. Time--55-90 minutes

B. Description of workshop:

The "Disabled Women in Transition" workshop is divided into two sections. The first one is an overview of four topics: Advocacy, Attitudes, Education, and Environmental Adaptations. The focal point is a videotape featuring 14 disabled women who talk about coping skills and strategies they have used for adjusting and functioning acceptably in their own unique environments. The workshop is designed to stimulate group discussion regarding the multiple challenges faced by disabled women (and men) as transitions occur in their lives.

A second section of the workshop is specifically about attitudes, both positive and negative, which help or hinder the disabled woman in achieving transitional goals. The videotape used for this segment highlights comments from the women regarding their own feelings, attitudes, and perceptions. It provides a forum for the participants to look at their own personal feelings and attitudes toward the disabled individual.

The videotapes were prepared to stimulate group discussions for inservice training. The tapes chronicle school, family, peer, and agency roles in the transitions of disabled women. Three additional tapes explore Advocacy, Employment, and Environmental Adaptations. Each videotape is approximately twenty minutes long. A User's Guide is provided for structuring discussions and follow-up activities for workshop participants. The workshop varies in length, depending on the activities selected.

The designer of this workshop is June Hubner, a Project Development Officer at Monroe BOCES #1. She has worked as a Principal, Director of BOCES' Special Education Training and Resource Center, Adjunct Professor in Special Education, and Project Director for State and Federal Sex Equity Projects.

Information may be obtained from:

June Hubner
ITAP
Board of Cooperative Educational Services
41 O'Connor Road
Fairport, New York 14450

DISABLED WOMEN AND ROLE MODELS

DISABLED WOMEN AND ROLE MODELS

A. Time—55 minutes

B. Objective of activity—Participants increase their awareness of the importance of role models to women and girls with disabilities

C. Materials—Fifteen minute video entitled "Tell Them I'm a Mermaid"

D. Background materials on role models: (These are not included in the manual)

1. Corbett, K. and Proschl, M., with Bregante, J. and Levy, R., "Access to the Future: Serving Disabled Young Women," edited by S. Davidson, New Directions for Young Women, Tucson, Arizona, 1983.

2. "Disabled Women in America," President's Committee on Employment of the Handicapped, Washington, D. C., 1983.

3. O'Toole, J. C., "Disabled Women: The Case of the Missing Role Model," Independent, #2, 1979.

Procedure for Facilitator:

1. Ask workshop participants to meet in pairs and share with each other people who have been role models in their lives. On a voluntary basis ask that a few of these discussions be summarized and shared with the entire group.

2. Request participants to name disabled individuals (and, more specifically, disabled women) whom they view as role models for disabled women. These can be well-known public figures or people they know personally.

3. The facilatator (preferably an individual with a disability) then discusses the need for but lack of visible role models for disabled females. (Related materials cited above provide excellent background information.) Point out that disabled women are not shown in the media as either in the work force or in traditionally female roles as homemakers/mothers. Many disabled girls have no role models for any type of future as responsible, independent adults. A consequence of this in addition to other factors is that disabled females as a special population group have the lowest level of education, highest level of unemployment, and lowest level of pay.

Cap the workshop with a showing of the 20-minute tape "Tell Them I'm a Mermaid" a musical-theatre documentary illuminating the private world of seven extraordinary women with physical disabilities. The seven women use their personal experiences to demonstrate their refusal to accept society's stigmas about disabilities and to challenge people to join them in rejecting limitations. These women provide powerful role models for women with disabilities.

Information on the video may be obtained from:

Kelly Williams
WTTG/Metromedia
5151 Wisconsin Avenue, N. W.
Washington, D. C. 20016
(202) 244-5151, ext. 598

Information on the entire workshop may be obtained from:

Linda Shevitz or David Thompson
Maryland Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 659-2239

CREATING AN INCLUSIONARY ENVIRONMENT

CREATING AN INCLUSIONARY ENVIRONMENT

A. Time--55-90 minutes

B. Objective of activity

- To help examine attitudes toward people with disabilities.
- To introduce the concept of an "inclusive" early childhood environment; one that is nonsexist, multicultural, and includes images and actual role models of children and adults with disabilities.

C. Overview

The present trend in education is to integrate children with disabilities into the mainstream of the educational system. To do this effectively, it is necessary to provide all children with positive images of adults and children with disabilities, in other words, "to mainstream the environment as well as the child".

It is critical for educators to examine their own attitudes toward people with disabilities before they can successfully mainstream a child with a disability or introduce issues of disability into the classroom. This workshop includes five vignettes that facilitate discussion on a number of issues: the importance of language in the portrayal of attitudes; the effect of negative attitudes on a child's self esteem and development; the need for teachers to become advocates to help dispell disability bias; the effects of racist and sexist attitudes in the differential placement and treatment of boys and girls with disabilities as well as children of color with disabilities.

In the second half of the workshop, ideas for actual classroom activities are introduced and a display of classroom materials and resources is presented (see bibliography in the following article by Froschl and Sprung). The ideas are taken from Including All of Us: An Early Childhood Curriculum About Disability, available from Educational Equity Concepts, Inc. The curricula incorporates issues of disability into the existing curriculum (e.g., issues of mobility impairment into a unit on transportation); issues of hearing impairment into a unit on "same/different"; and issues of visual impairment into a unit on body parts. The focus is on mainstreaming the environment to reflect the presence of children with disabilities in society. The goal is to expand the curriculum, using a new approach that will benefit all children in the following ways:

- helping children understand, respect, and appreciate differences;
- acquainting children with the realities of the world around them;

- enriching children's range of experience;
- enhancing self image for all children;
- allowing children to develop to their fullest potential.

Developed by:

Ellen Rubin
Special Education Staff Specialist
Educational Equity Concepts, Inc.
114 East 32nd Street
New York, New York 10016

The authors draw links between racism, sexism and handicapism and offer specific suggestions for developing an inclusive early childhood classroom

Providing an Anti-Handicapist Early Childhood Environment

By Merle Froschl and Barbara Sprung

"I never knew what would happen when I left school. It scared me. I used to believe that when I graduated I'd die or live with my family forever. That was because I'd never met a deaf woman."[1]

This statement by a deaf woman dramatizes the lack of role models available to disabled children. In spite of efforts to mainstream disabled children, little recognition has been given to the need to include positive disabled role models in the classroom. When all positive models are *non-disabled*, disabled children are prevented from achieving a positive self-image and their aspirations are unnecessarily limited through seeing only traditional, stereotypic models. (Seeing materials that encourage non-traditional aspirations is of particular importance to a child who is the only disabled member of the family and thus without adult role models at home.) The perceptions of non-disabled children are likewise limited.

Mary Ann Lang, an early childhood special educator, notes:

> Young children are very literal and need concrete experience to help them understand the world around them. They do not have an adult's broad frame of reference that allows them to abstract and infer information. If they don't see any role models of adults with disabilities, they think that there are no adults with disabilities. If they don't see role models of children with disabilities, the disabled child will think she or he is the only person who looks like that. Likewise, the nondisabled child will think her or his schoolmate is the only person with that disability.... [2]

For the most part, classrooms fail to provide the disabled child with positive images, and they rarely provide non-disabled children with accurate information about disabilities. In a recent study, observations and teacher/director interviews in more than a dozen mainstreamed and special education early childhood classrooms in California, North Carolina, Illinois and New York, revealed not a single classroom situation with images of disabled people. Nowhere—in materials or curriculum (with the exception of very few books in a very few classrooms)—was there a positive image of a disabled child or adult functioning in society.[3] (For a discussion of common stereotypes about disability in children's materials, see earlier *Bulletins*: Vol. 8, Nos. 6 & 7 on handicapism, Vol. 11, Nos. 1 & 2 on hearing impairment and sign language, and Vol. 13, Nos. 4 & 5, an up-date of the first issue on handicapism.)

Sex, Race and Disability

As with racism and sexism, handicapism affects the way in which adults interact with young children. In a recent study of 158 children ages two-and-a-half to five years in California classrooms in which disabled students are mainstreamed, researchers found that girls and disabled children were particularly likely to experience what was identified as "over-help" and "over-praise" from teachers. This "overdoing" on the part of teachers (which reflects, in part, a stereotypical perception of disabled people as helpless and dependent) can limit the independence needed to develop general skills and self-confidence.[4]

The aforementioned Mary Ann Lang observes that children with disabilities and girls in general are trained not for independence, but for dependence and passivity:

> If a three-year-old boy and girl are each getting ready to go out to play and are attempting to put on jackets, the girl is more likely to receive help. If both receive help, the girl will probably have her jacket put on for her, the boy will be shown a technique for putting it on by himself. If the same situation arises and one child is disabled, it is the disabled child who will have the jacket put on whether a girl or boy. This is the beginning of the syndrome of "learned helplessness." It is a typically "feminine" trait that will be harmful in the long run.[5]

Until recently, educators have accepted as "normal" the "fact" that boys are by far the dominant gender in special education classes. But new research by Patricia Gillespie-Silver and Lous Heshusius challenges that assumption. They contend that sex-role expectations have a considerable influence on the labeling of children. Using the classification of students who are mentally retarded as their example, they hypothesize that retarded females are not identified—and consequently do not receive appropriate educational services—unless their IQ is significantly low because of lower expectations for girls' intellectual ability.[6] This tendency to overlook retardation in females is probably exacerbated by the fact that the stereotype of females as passive, dependent, emotional and needing protection has much in common with the stereotype of the retarded person. Moreover, the passivity associated with females and retarded children of both genders does not usually present as many classroom problems for teachers as do active, "acting-out" boys. Thus, both girls and retarded children are often ignored or overlooked, which results in a possible loss of appropriate services.

Race is also a factor in the identification of disabled children. Studies have found that more white children are labeled superior, fewer retarded, than

Freda Leinwand

Displaying photographs such as the one above in the classroom can spur discussion of a number of issues related to disabilities and handicapism.

minority children. One study in Missouri, for example, found virtually no Black children in learning disability classes, but Black children constituted one-third of Educable Mentally Retarded classes.[7] Boys and children of color incorrectly "labeled" as in need of special services are likely to find themselves in a situation in which low teacher expectations keep them from fulfilling their potential.

Strategies for an "Inclusive" Environment

Creating an anti-handicapist and "inclusive" environment (one that is non-sexist, pluralistic and includes images and active role models of adults and children with disabilities) in the early childhood classroom does not require a great deal of expensive new equipment nor a radically different approach to the curriculum. It *does* require that a center's administration, staff and parents become aware of disability issues and that they make a commitment to change the environment because they believe an inclusive approach benefits all children. The suggestions below are meant to serve as a catalyst for new ways of thinking, rather than as a "recipe" to be precisely followed.

Photographs: Add photographs of adults and children with disabilities to the pictures already on the walls of the classroom library, the dramatic play area, the homemaking area and the block area. (While doing this, it is a good idea to review all photos to make sure that they are non-sexist, non-ageist and pluralistic!)

Photos of disabled people are available for purchase. One resource is "Resource Photos for Mainstreaming," available from the Women's Action Alliance, Inc., 370 Lexington Ave., New York, NY 10017. However, a day-care center can develop its own collection by clipping photos from such periodicals as *Exceptional Parent* (296 Boylston St., Boston, MA 02116) and *Ability* (P.O. Box 5311, Mission Hills, CA 91345). If there are disabled children in the class, perhaps they can bring in photos of themselves.

Pictures in the traditional block-building area usually are about transportation, *i.e.*, trains, buses, trucks, cars. By adding pictures of accessible transportation (lift-equipped buses, cars with hand controls, etc.) and of guide dogs, wheelchairs and other mobility aids, the children's view of transportation will be enlarged. (Special education catalogs are a good source for this type of picture.)

Role Models: It is important to develop the concept that people with disabilities participate in and contribute to society. Provide concrete role models by inviting disabled adults to speak to the class or visit them at work. Many disabled adults—particularly members of such activist groups as Disabled in Action—are willing to do this, both to talk about their work and to answer children's questions about their disability. The school community is the best place to begin; consider staff, family members, co-workers of the children's parents, local merchants or church/synagogue members. For the address of the disability rights group nearest you, write to Disabled in Action National, P.O. Box 1273, New York, NY 10009, or to the American Coalition of Citizens with Disabilities, 1346 Connecticut Ave., N.W., Suite 1124, Washington, D.C. 20036.

When arranging a trip or classroom visit, be sure to brief the people involved, letting them know what discussions you've had with the class and what topics might be of particular interest. The children also will need some preparation, and photos can be used to help the class know what to expect. Keep in mind, however, that children (especially young ones) are often unpredictable, with a very different perception of the world; their questions and comments can be quite surprising. In one school an educational director, who was preparing four-year-olds for the arrival of a classmate who was born without arms, mentioned that the teacher's father also did not have an arm. When she asked the children if they had any questions or comments, one child exclaimed, "I didn't know teachers had fathers, too!"

Puppets: Hand puppets are standard equipment in traditional early childhood programs; they help children express feelings and fears since the fantasy ele-

ment frees them to say things they would otherwise be reluctant to reveal. Typically these puppets represent animals, family members and community workers.

So far, puppets with disability characteristics are few and expensive. One distributor (Sign Language Shoppe, Box 377, East Islip, NY 11730) has fabric puppets of animals with various disabilities. They are designed so that the disabled child can relate to them, while the non-disabled child can learn about and understand disabilities instead of fearing them. Hopefully, inexpensive human puppets with disabilities will soon be available.

Regular puppets can be adapted to represent some forms of disability. Try to be as realistic as possible; for example, a safety cane can be made from a thin dowel stick painted with a red tip and attached to a puppet's hand with a piece of velcro to represent a person who is sight-impaired, and play glasses can easily be attached to a puppet to simulate a visual impairment.

Books: Including positive books about children *and* adults with disabilities in the classroom library is essential. In recent years, some picture books that depict disabled people positively have appeared, and a few of them are actually non-sexist and show people of color as well. The best books are those that do not focus on the disability itself but treat it as one factor in an interesting, well written story.

Darlene, by Eloise Greenfield (Methuen, 1980), about a Black girl who is in a wheelchair, is such a book. The fact that Darlene is in a wheelchair is almost incidental to the story, which deals with feelings and situations familiar to all children. (See Vol. 12, No. 2 for a more detailed review.)[8]

Curriculum: An inclusive approach enhances the early childhood curriculum by serving as a catalyst for social and cognitive skills development. For example, if a miniature wheelchair is an accessory for block play, children will devise ways to get the chair to the top of the building by building ramps or elevators. This can lead to exploration of the school building or neighborhood to look for ramps and corner cuts and to general discussions about accessibility; discussions can focus on how most transportation systems and buildings have been constructed without regard for the needs of people with disabilities and how difficult this makes it for them to get around.

Curriculum about transportation can be expanded to include mobility aids used by disabled people. If a wheelchair or scooter board is available, children can have first-hand experience with this aid and they can be encouraged to problem-solve about other ways to move if one doesn't walk. Through such activities children will learn that there are many options for moving around besides walking and that different ways of doing things are fine.

Dramatic play will be enhanced if some disability-related items are added to the clothing and other "props." A child who has a chance to use crutches will experience how much upper-body strength is needed to get around in this way. New exercises during music or gym, new books about exercise and new science activities about muscles and bone structure in the upper part of the body can be related to such discoveries.

Activities to teach children factual information about various disabilities and related issues can easily be incorporated into the curriculum. A discussion of "things that help," for instance, can include crutches, wheelchairs and hearing aids in addition to shopping carts and elevators. Exercises involving boxes or bags filled with various small objects are often used to encourage language skills; children are asked to close their eyes, pull out an object and describe it (sometimes they are asked to find—by touch—an object that has been described to them). Hearing aids, glasses and similar objects can be incorporated into these exercises.

In discussions of injustice, be sure to include "handicapism"—discrimination against people with disabilities—and help children to see that societal attitudes and barriers are usually a bigger problem to people with disabilities than the actual disability. (Vol. 8, Nos. 6 & 7 of the *Bulletin* contains a two-part article on teaching about handicapism; its suggestions for discussion and experiential activities can be adapted for day-care centers and other early childhood environments.)

The possibilities for expanding the early childhood curriculum through the inclusion of a disability focus are truly infinite. As in all good child development centers, the curriculum will be generated out of the daily life of the program. □

Notes

[1]Ann Cupulo Carrillo, Katherine Corbett and Victoria Lewis, "Preface," *No More Stares* (The Disability Rights Education and Defense Fund, Inc., 2032 San Pablo Ave., Berkeley, CA 94702, 1982), p. 7.

[2]Mary Ann Lang, "Creating Inclusive, Non-Stereotyping Environments for Children: The Child with a Disability," in Barbara Sprung, *Creating a New Mainstream: An Early Childhood Training Manual for an "Inclusionary" Curriculum*, 1982. Unpublished manuscript.

[3]Reported in Barbara Sprung, "Introduction," *Creating a New Mainstream: An Early Childhood Training Manual for an "Inclusionary" Curriculum*, 1982. Unpublished manuscript.

[4]Deborah J. Stipek and Mary E. Sanborn, "Preschool Teachers' Interactions with Handicapped and Nonhandicapped Children," paper presented at the American Educational Research Association Annual Meeting, 1983.

[5]Mary Ann Lang, "Creating Inclusive, Non-Stereotyping Environments for Children."

[6]Patricia Gillespie-Silver and Lous Heshusius, "Mental Retardation: A Double Standard for the Sexes," *Equal Play*, Vol. II, Nos. 1 & 2 (Winter-Spring, 1981), pp. 16-18.

[7]Reported in Katherine Corbett, Susanne Lee and Jane Sprague Zones, "Equity Issues in Special Education," Disability Rights Education and Defense Fund, Inc., 1981.

[8]Other titles that are recommended for very young children include the following works, which were reviewed in the *Bulletin* issue given in parentheses: *The Balancing Girl* by Berniece Rabe, Dutton, 1981 (Vol. 13, Nos. 4 & 5); *Giant Steps for Steven* by Carol J. Bennett, After School Exchange, 1980 (Vol. 11, No. 8); *Grandma's Wheelchair* by Lorraine Henriod, Whitman, 1982 (Vol. 13, Nos. 4 & 5); *My Friend Leslie* by Maxine B. Rosenberg, Lothrop, Lee and Shepard, 1983 (see p. 32); *Rolly Goes Exploring* by Philip Newth, Philomel, 1981 (Vol. 13, Nos. 4 & 5); *Through Grandpa's Eyes* by Patricia MacLachlan, Harper & Row, 1979 (Vol. 13, Nos. 4 & 5); and *What's That?* by Virginia Allen Jensen and Dorcas Woodbury Haller, William Collins & World, 1980 (Vol. 11, No. 8).

Educational Equity Concepts, Inc. is developing Project Inclusive: An Equity Approach to Early Childhood Education, to consist of a curriculum guide for pre-k through first grade. For more information and resources, write Educational Equity Concepts, Inc., 440 Park Ave. S., New York, NY 10016.

About the Authors

MERLE FROSCHL and BARBARA SPRUNG are co-founders and directors of Educational Equity Concepts, Inc. Merle Froschl is the former director of the Non-Sexist Child Development Project, where she initiated and directed Project R.E.E.D. (Resources on Educational Equity for the Disabled). Barbara Sprung is the founding director of the Non-Sexist Child Development Project and has pioneered in the development of non-sexist, multicultural early childhood materials and curriculum.

ANNOTATED BIBLIOGRAPHY: RESOURCES FOR CREATING AN INCLUSIVE CLASSROOM ENVIRONMENT

The following list of annotated resources are nonsexist, multicultural, and includes images and active role models of adults and children with disabilities. The entries which appear here, have been excerpted from an extensive annotated bibliography found in Including All of Us: An Early Childhood Curriculum Guide About Disability (available from Educational Equity Concepts, Inc., 114 East 32nd Street, New York, NY 10016).

Children's Books

My Favorite Place
This story is full of the multisensory experiences of a child's trip to the ocean. It is not until the end that the reader finds out that the girl in the story is blind. My Favorite Place helps young children understand the use of the senses other than vision -- hearing, touch, smell, and taste. The child is shown actively swimming in the ocean and running from the waves. Written by Susan Sargent and Donna Aaron Wirt and illustrated by Allan Eitzen (Nashville: Abingdon Press, 1983). (615) 749-6347.

Roly Goes Exploring
A simple shapes story with cut-out "pictures" to feel as well as to see. The text is in both Braille and in print and can be shared and enjoyed by sighted and blind children. Roly is a circle that is referred to as "he." In order to make the story nonsexist, you can alternate readings using she or he. With this modification, it is an excellent book for children. Written by Philip Newth (New York: Philomel Books, 1981). (212) 689-9200.

Sesame Street Sign Language Fun
As the Muppets act out simple sentences, Linda Bove, a member of the National Theatre of the Deaf, illustrates the signs. Most illustrations are nonsexist, but some words are not, e.g., "policeman." This is, however, the simplest sign language book around and it is enjoyable. Produced by Children's Television Workshop (New York: Random House/Children's Television Workshop, 1980). (212) 572-2646. Also available from: The National Association for the Deaf (bookstore), 814 Thayer Ave., Silver Springs, MD 20910. (301) 587-6282.

Danny's Song
A book about a boy on crutches that stresses the many things he does well and deals with his frustrations caused by having to do some things more slowly. This book is part of the "I Am, I Can, I Will" set of materials created by Mr. Rogers, but is available separately if ordered by an individual. Written by Betsy P. Nadas and designed by Frank Dastolfo and William Panos. (Northbrook, IL: Hubbard, 1975). (800) 323-8368.

Darlene

In this book, a girl named Darlene, who uses a wheelchair, is feeling homesick while spending a morning with her uncle and cousin. Darlene resists her cousin's attempts to play with her, but finally becomes absorbed in games and in her uncle's guitar playing. In typical fashion, when Darlene's mother arrives, Darlene doesn't want to go home. Darlene is outstanding because the child's disability is secondary to the plot; it shows a positive view of a Black family; and has a male caregiver as a main character. Written by Eloise Greenfield and illustrated by George Ford (New York: Methuen, 1980). (212) 922-3550.

Who Am I?

This book shows a girl who is hearing impaired playing, loving her family, and learning. The title words, "Who Am I" are the only words in the book, and they appear periodically throughout the text. The photo illustrations are full color, nonsexist, multiracial, and inclusive. The book is part of a comprehensive set of books, audio cassettes, video tapes, and films entitled, "I Am, I Can, I Will," by Mr. Rogers, but is available separately if ordered by an individual. Written by Barry Head and Jim Seguin. Designed by Frank Dastolfo and photographed by Walter Seng (Northbrook, IL: Hubbard, 1975). (800) 232-8368.

Other Resources

Linda Bove, Actress

This poster of Linda Bove, a member of the National Theatre of the Deaf and a regular cast member of Sesame Street, shows her signing "I love you." (The caption indicates a broader interpretation of the sign as "I like you.") Included is a biography of Linda Bove, entitled "Breaking Down Barriers." TABS: Aids for Ending Sexism in School, 744 Carroll St., Brooklyn, NY 11215. (718) 788-3478.

New Friends

This program includes a do-it-yourself pattern for making a child-size rag doll that can be adapted to depict several different disabilities. Also available are New Friends Trainer's Notebook and New Friends Mainstreaming Activities To Help Young Children Understand and Accept Individual Differences. Pattern available separately from: The Chapel Hill Training Outreach Project, Lincoln Center, Merritt Hill Rd., Chapel Hill, NC 27514. (919) 967-8295.

Feeling Free Posters

A set of three color posters includes: "If You Thought the Wheel Was a Good Idea, You'll Love the Ramp!" which features different views of ramps, with children on a variety of wheeled vehicles (including a wheelchair) enjoying themselves; "We All Fit In," which shows all kinds of children with disabilities interacting; and "Any Questions?" a picture of a boy using Canadian crutches. Also available is "Hi, Friend," a poster of a Dick Bruna drawing of one child pushing another in a wheelchair. Human Policy Press, P.O. Box 127, Syracuse, NY 13210. (315) 423-3851.

RESOURCES FOR DISPLAY

This is an annotated list of resources which can be used for display purposes. Workshop participants will need time to examine the materials to determine which materials will be most useful in their work. Specific time can be set aside on the agenda or it can be incorporated into one of the smaller workshops, such as Nonbiased Behavior in the Classroom.

Educational Equity Concepts has provided order forms for some of their materials. Also included is a description of The Networking Project for Disabled Women and Girls directed by Harilyn Rousso and designed to address the lack of visible role models for adolescent girls with a variety of disabilities.

Descriptions of the two videotapes, "Tell Them I'm a Mermaid" and "Disabled Women in Transition," can be found in the earlier section on concurrent workshops.

I. Books and Articles

1. Building Community: A Manual Exploring Issues of Women and Disability, Proschl, M., and Rousso, H., Educational Equity Concepts, New York, 1984.

   The manual examines the connections between discrimination based on gender and discrimination based on disability. It has a workshop format, an annotated bibliography, and selected readings.

2. Equality Intropacket: Women and Girls With Disabilities, TABS: Aids for Equal Education, Brooklyn, New York, 1985.

   The lessons and activities in this packet are designed to be used by teachers with little or no background in teaching about women with disabilities as well as by teachers more familiar with the subject. Activities are adapted for upper and lower grades and do not require the purchase of additional materials but can be integrated into the existing curriculum.

3. Everybody Counts, A Workshop Manual to Increase Awareness of Handicapped People, Ward, M., Askell, R., Dahl, H., Wise, J., Council on Exceptional Children, Reston, Virginia, 1981.

   This manual was designed as an initial experiential learning strategy to assist an individual or group toward a fuller appreciation of the needs, desires, and frustrations, as well as the joys of accomplishment, of a disabled individual.

4. Handicapped People in Society, Ideas and Activities for Teachers, Ross, R., Silver Burdett Professional Publications, Morristown, New Jersey, 1981.

   This guide is designed to enable teachers to teach awareness of the special needs and qualities of disabled children to their peers.

5. Images of Ourselves—Women With Disabilities, Campling, J., editor, Routledge and Kegan Paul Ltd., Boston, Massachusetts, 1981.

   More than 25 disabled women write about their personal feelings; how they cope physically, emotionally, and mentally with their disabilities; and how their roles in society and relationships with others are affected by it.

6. No More Stares, Carrillo, A., Corbett, K., and Lewis, V., Disability Rights Education and Defense Fund, Inc., Berkeley, California, 1982.

   Through photographs and brief personal accounts of the lives of more than 100 women and girls with disabilities, this book shatters stereotypes by depicting women and girls who are disabled at work, at home, in school.

7. People Just Like You and Me, President's Committee on Employment of the Handicapped, Washington, D. C.

   This is an activity guide and set of workshops whose purpose is to provide an understanding of disabled individuals through meaningful discussions and encounters with disabled persons.

8. What's the Difference? Teaching Positive Attitudes Toward People With Disabilities, Barnes, E., Berrigan, C., and Biklen, D., Human Policy Press, Syracuse, New York, 1978.

   This is a book of information and activities. The activities suggest ways to involve adults and children in experiences to foster contact, empathy, and responsive behaviors toward disabled people.

9. Within Reach, Out of School Science Opportunities for Youth, Stern, V. and Redden, M., American Association for the Advancement of Science, No. 8-11, Washington, D. C., 1981.

   This is a guide about science opportunities for students with disabilities, and for their parents, teachers, and counselors.

II. From Educational Equity Concepts, Room 306, 114 East 32nd Street, New York, New York 10016

1. Inclusive Play People

   Six sturdy wooden block figures that are nonsexist, multiracial/ethnic, and include both disabled and nondisabled people of various ages, illustrating a variety of work and family roles.

2. My Family: Book and Lotto Game

   This set consists of a 12-page book and four-board lotto game. The theme is families and their diversity, and the review of family life is unstereotypical. The reading level is second grade, and the game is suitable for ages three to eight.

3. Providing An Anti-Handicappist Early Childhood Environment, Froschl, M. and Sprung, B.

   This article offers concrete suggestions for developing an inclusive early childhood environment.

4. Annotated Bibliography: Resources for Creating an Inclusive Classroom Environment, Rubin, E.

   This is a selective list of nonsexist, multicultural resources that includes images of children and adults with disabilities for the early childhood classroom.

5. Checklist for an Inclusive Environment, Colin, L.

   This is a checklist to help teachers create a classroom that is free of sex, race, and disability bias.

6. Creating Inclusive Nonstereotyping Environment: The Child With A Disability, Lang, M. A.

This article explores issues of sex and disability bias in the early childhood classroom.

7. Disabled Women: The Case of the Missing Role Model, O'Toole, J.

The author makes connections between sex, race/ethnicity, and disability bias. Issues discussed include housing, employment and poverty, health care, and family planning.

Written by Merle Froschl, Linda Colón,
Ellen Rubin, and Barbara Sprung

Learning about disability enriches and extends the traditional early childhood curriculum in significant ways. It offers enormous benefits to children's cognitive, social, and emotional growth. It remarkably increases parent/child and home/school communication. INCLUDING ALL OF US tells why and how. The activities in this guide are grouped into three curriculum areas: Same/Different, incorporating hearing impairment; Body Parts, incorporating visual impairment; and Transportation, incorporating mobility impairment. $10.95 (plus $1.50 shipping)

ORDER FORM

Please send me _____ copies of INCLUDING ALL OF US at $10.95 each (plus $1.50 shipping). Enclosed is my check for $_____.

Make checks payable to Educational Equity Concepts, Inc.
440 Park Ave. South, New York, NY 10016.

Name _____ Affiliation _____

Address _____ City, State, Zip _____

Building Community: A Manual Exploring Issues of Women and Disability examines the connection between discrimination based on gender and discrimination based on disability. The manual contains background information on disability rights and on women and girls with disabilities; workshop formats that will allow activists, educators, and staff trainers to explore disability issues in a wide variety of settings; an annotated bibliography; and selected readings.

As the title suggests, the manual is intended to build community among diverse groups. Because so few opportunities are provided in schools or organizations to understand what it means to be a person with a disability in our society and to explore the social, economic, political, and attitudinal barriers faced by people who are disabled, this manual can be used to provide such a general introduction to the topic. It also will help to reveal the numerous ways in which political and educational organizations can join disability rights groups in the struggle for a more just and inclusive society. The hope is to encourage political and personal links that have not existed thus far between feminist, educational, and disability rights groups.

Building Community can be used effectively by several different communities: within women's organizations, to create awareness about women with disabilities; in disability rights organizations, to raise consciousness about the ways in which women's experiences and needs differ from men's; in educational settings, to train teachers and other staff about the needs of students with disabilities; and within social service agencies, for staff development.

Building Community: A Manual Exploring Issues of Women and Disability was produced by the Women and Disability Awareness Project, a program of Educational Equity Concepts, Inc. Support was provided by the Ms. Foundation for Women, Inc.

==========

ORDER FORM

Please send me _____ print copies of BUILDING COMMUNITY at $8.50 each (plus $1.50 for shipping and handling).

Enclosed is my check for $_____ (be sure to remember to add shipping and handling) made payable to Educational Equity Concepts, Inc. (440 Park Avenue South, New York, New York 10016).

Name_____

Affiliation_____

Address_____

City, State, Zip_____

INCLUSIVE PLAY PEOPLE

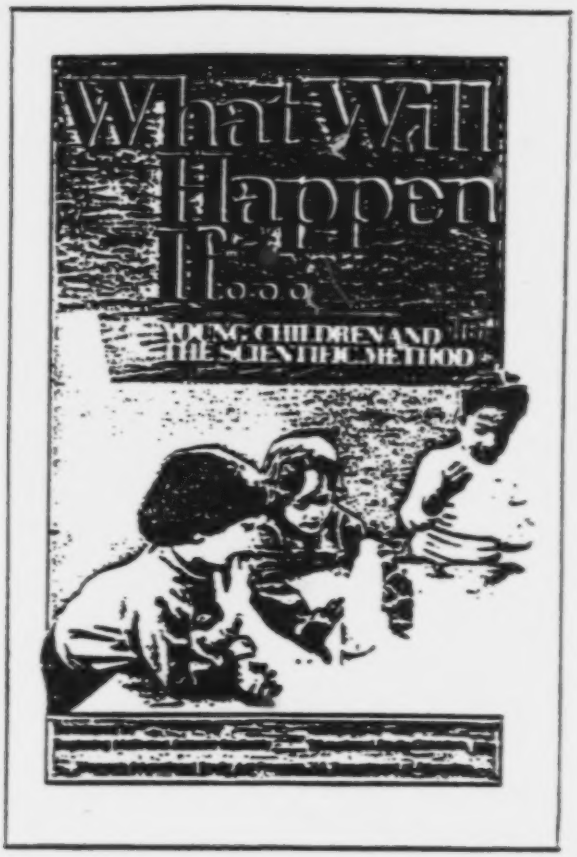
Inclusive Play People are six charming and sturdy wooden block accessory figures which provide a unique variety of work and family roles for dramatic play. Approximately 6" high and made of 3/4" poplar, the figures are nonsexist, multiracial/ethnic, and include disabled and nondisabled people of various ages.

Please send _____ sets of Inclusive Play People at $25.00 each (plus $1.50 postage and handling each) to the following address. Enclosed is my check for $_____.

Name_____
Affiliation_____
Address_____
City, State, Zip_____

Please make check payable to: Educational Equity Concepts, Inc., 440 Park Avenue South, New York, NY 10016.

AVAILABLE AUGUST 1985



Written by Barbara Sprung,
Patricia B. Campbell, and Merle Froschl

The activities in this guide foster visual-spatial and problem-solving skills and provide strategies to ensure that all children develop these essential skills from the beginning of the educational experience. The guide takes familiar components of the early childhood classroom and expands them to explore mathematic and scientific concepts in age-appropriate ways. In Water and Sand, children make and use sieves to explore the concept of flow. In Bottles and Liquids, children use their senses to explore the concepts of density and viscosity. In the Block activities, children build ramps to explore momentum and extrapolate data from their results. WHAT WILL HAPPEN IF... also helps children understand technology in the world around them. In Machines and Me, children learn about machines, computers, and technology in general by making books and collages, going on trips, taking things apart, and putting them back together.

ADVANCE ORDER FORM

Please send me _____copies of WHAT WILL HAPPEN IF... at $10.95 each (plus $1.50 shipping). Enclosed is my check for $_____.

Make checks payable to Educational Equity Concepts, Inc.
440 Park Avenue South, New York, NY 10016

Name_____Affiliation_____

Address _____City. State. Zip_____

The Networking Project for Disabled Women and Girls

The Project is designed to address the lack of visible role models for adolescent girls with various types of physical and sensory disabilities. It involves the development of a local network of successful disabled women from a broad range of occupational fields and the use of this network to provide role models for disabled junior and senior high school girls. The intent is to expand the educational, vocational, and social options and aspirations both of disabled girls and their parents.

The Networking Project recognizes that disabled women and girls face double discrimination, based both on disability and on gender, and thus experience many obstacles to success. Educationally, vocationally, financially, and socially, this group fares considerably worse than either disabled men or nondisabled women. Historically and presently, there are successful disabled women: Jane Addams, Elizabeth Barrett Browning, Harriet Tubman, Kitty O'Neal, to name a few. Yet such women are too often invisible to the public eye. Because of the stigma of disability, disability and success seem incompatible; thus successful disabled women are many times no longer perceived as disabled. As a result, other disabled women and girls are deprived of observable role models. This Project seeks to make invisible role models visible.

Features of the Networking Project include:

* A local networking conference for successful disabled women, to develop strategies for effective role-modeling work with disabled girls and to establish supportive links among the participants.

* A second networking conference for disabled adolescent girls and their parents, with the successful disabled women serving as mentors and facilitators.

* Follow-up activities and support systems for the women, girls and parents, including worksite visits, support groups, one-to-one mentoring, and mini-conferences at schools and community agencies.

* Compilation of information on factors contributing to the success of disabled women, for use in program and policy planning.

* Development of role-modeling materials for use by disabled girls, parents, and professionals.

* Replication of aspects of the networking model in diverse geographic areas, under the sponsorship of various types of agencies.

The Networking Project is among the first of its type in the country. In addition to the innovative features described above, it is sponsored by a mainstream organization, the YWCA of the City of New York, which has a long-standing commitment to advocacy on women's issues. Through this project, the YWCA gives clear recognition to the parallels between the needs and issues of women with disabilities, and those of all women. The Networking Project is funded in part by grants from the JM Foundation, the New York Community Trust, and the Women's Educational Equity Act.

Marilyn Rousso, CSW
Project Director
(212) 751-5118

ON-THE-JOB STRATEGIES FOR CHANGE

ON-THE-JOB STRATEGIES FOR CHANGE

A. Time--55 minutes

B. Objective of activity--Participants plan actions to be taken when workshop ends.

C. Materials--handouts

- Action Planning Worksheet

D. When there isn't an assigned facilitator, please use the following procedure:

- Self-select a group leader.
- Choose a recorder to take notes. This person will be responsible for making a 5-10 minute report back to the whole group. Please have the recorder give a copy of the report to the sponsoring organization.
- Use the following action planning worksheet to generate the discussion and report.
- Help the recorder decide what is most important to share with the whole group.

ACTION PLANNING WORKSHEET

I. Actions the Individual Can Take

1. List three actions you could take toward creating a learning environment free of sex bias and stereotyping.

   1)

   2)

   3)

2. List three actions you could take toward reducing the influence of sex bias and stereotyping in the identification of students in need of special education services.

   1)

   2)

   3)

3. List three actions you could take to reduce sex bias and stereotyping in special education programs for disabled students.

   1)

2)

3)

II. Actions to be Taken by Others

1. In order to increase sex equity in programs for disabled students, what other persons or groups need to be involved (e.g., parents, community, principals, superintendents, LEAs, SEAs)? Select one and list three steps that person or group could take to assist you in achieving your goal.

   1)

   2)

   3)

III. Identifying Barriers and Supports for Change

1. What barriers do you think you may encounter in working toward a bias-free education for disabled students?

2. What supports do you anticipate?

IV. Resources for Change

What specific resources will be needed?

Knowledge/skill:

People:

Money:

Materials:

Time:

V. Please have the recorder complete one of these forms for the sponsoring organization. This will help to facilitate a final report.

EVALUATION

EVALUATION

To evaluate the degree to which the workshop experience meets the goals of the presenters and the expectations and needs of the participants, the following evaluation form can be used.

Indicate on day one that participants will need to fill in the evaluation form before leaving the workshop. (Because travel arrangements will vary, some participants may leave before the workshop ends.)

EVALUATION

Increasing Educational Equity for Disabled Students

Overall Design of 1 1/2 Day Workshop

1.	The objectives were relevant to my needs.	1 No	2	3	4	5 Yes
2.	The presentations supported the objectives.	1 No	2	3	4	5 Yes
3.	The format of the sessions was appropriate.	1 No	2	3	4	5 Yes

1st Day Panel

1.	This session provided an opportunity to review the relationship among Title IX, P.L. 94-142, and Section 504.	1 No	2	3	4	5 Yes
	a. The presenter was knowledgeable.	1 No	2	3	4	5 Yes
	b. The presenter was well-organized.	1 No	2	3	4	5 Yes
2.	This session increased my knowledge of why and how sex bias may adversely affect boys and girls needing special education services.	1 No	2	3	4	5 Yes
	a. The presenter was knowledgeable.	1 No	2	3	4	5 Yes
	b. The presenter was well-organized.	1 No	2	3	4	5 Yes
3.	This session heightened my awareness of the particular issues faced by women and girls with disabilities.	1 No	2	3	4	5 Yes
	a. The presenter was knowledgeable.	1 No	2	3	4	5 Yes
	b. The presenter was well-organized.	1 No	2	3	4	5 Yes

Workshop I*

1.	Presenters were knowledgeable.	1 No	2	3	4	5 Yes

* Assign each workshop a number so that each one can be individually evaluated.

2. Presenters were well-organized.	1 No	2	3	4	5 Yes
3. Presenters were responsive to needs of group.	1 No	2	3	4	5 Yes
4. Materials and/or activities will be useful in my work.	1 No	2	3	4	5 Yes

Workshop II

1. Presenters were knowledgeable.	1 No	2	3	4	5 Yes
2. Presenters were well-organized.	1 No	2	3	4	5 Yes
3. Presenters were responsive to needs of group.	1 No	2	3	4	5 Yes
4. Materials and/or activities will be useful in my work.	1 No	2	3	4	5 Yes

Small Group Sessions

1. The first session helped me to identify problems and successes at the local level. Comment.

2. The second session enabled me to articulate strategies I can undertake when I return to my office. Comment.

Overall Comments

1. What activities were most helpful?

2. What activities were least helpful?

3. Are there any additional comments you wish to make?